

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Geography	Who are Britain's National Parks for?	Year 6	Summer 2	14 hours

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources
Lesson 1	1 hour	<p>Ancillary Question 1: Why are National Parks described as Britain's 'breathing spaces'?</p> <p>WALT: Identify, locate, describe and explain the distribution of the 15 National Parks in the UK</p>	<p>Children given 3 maps resources 1-3 and a set of 15 I am statement cards.</p> <p>First direct to resource 3 and discuss this.</p> <p>Then leave children in their pairs to work independently on matching the cards to the 15 national parks. You could model how you might do this for one of them and give them enough time to work this out.</p> <p>As evidence in their books they could have a chart which they fill in then can peer mark at the end of the lesson to see who to all 15 correct.</p> <p>Answers in teacher Collins notes.</p>	<p>Collins teacher notes</p> <p>Collin resources 1 - 4</p>
Lesson 2	1 hour	<p>WALT: Observe and record the common key natural features of the National</p>	<p>Re cap on the national parks the children identified last lesson.</p> <p>Then distribute shuffled sets of the images in Resource 5 to</p>	<p>Collins teacher notes</p>

		<p>Parks of the UK and explain why they are referred to as the country's 'breathing spaces'</p>	<p>each pair of pupils. There are thirty images in this set – two for each of the fifteen National Parks that the pupils identified in the card sort activity. Again, using the information on the cards and the maps, challenge the pupils to allocate two images to each National Park.</p> <p>When complete, use this exercise to extend discussion and lay the foundations of the pupils understanding of the kind of environments that are most common in National Parks.</p> <p>Children then devise reason why national parks are so important.</p> <p>Children's Work To sort pictures from resource 5 into the national parks and write why national parks are so important.</p>	<p>Collin resources 5</p>
Lesson 3	1 hour	<p>WALT: observe, describe and reason why we have nation parks</p>	<p>Additional Lesson (ICT Link or to be done in separate computing lessons)</p> <p>If a class of 30, divide into pairs and give each pair a national park to research. They then present their findings this could be done as a PowerPoint or as a short edited film.</p>	<p>Collins teacher notes</p> <p>Collin resources 1 - 5</p>
Lesson 4	1 hour	<p>Ancillary Question 2: What else makes National Parks so important?</p>	<p>In this lesson we discuss more of what our nation park preserve for us, not just environmental things but our cultural heritage.</p>	<p>Collins teacher notes</p> <p>Collin resources</p>

		<p>WALT: Recognise those other special qualities of National Parks, which are referred to as 'cultural heritage' and reflect on the importance of their own cultural heritage in the context of this</p>	<p>A way to demonstrate this is before the lesson children bring in objects or pictures of object that are really important to them.</p> <p>You then show them that means something to you, something that has been passed down in your family and that you will pass on.</p> <p>Why do we do this? How does it have to be looked after etc.</p> <p>Ask the pupils to design and create a display card for their object – a paragraph explaining why it is a special piece of heritage for them.</p> <p>Talking about family traditions they have on holidays or religious festivals may help them further understand the idea of cultural heritage.</p> <p>Make a display with the children objects and cards they have created for them, or this can so in their books.</p>	<p>6</p> <p>Special objects to teacher and students</p>
Lesson 4	1 hour	<p>Ancillary Question 3: Why do National Parks welcome visitors?</p> <p>WALT: Recognise, describe and explain how National Parks actively encourage visitors to enjoy and</p>	<p>Spend a moment revisiting with the pupils the most important things that they have learned about National Parks so far – that there are 15 in the United Kingdom and they are protected areas because of their beautiful countryside, wildlife and cultural heritage.</p> <p>National parks are not fenced off to keep people out.</p> <p>Spend some time looking again at the maps in Resource 1 and Resource 3. What do the pupils notice about the location of the National Parks (shaded in dark green) and the</p>	<p>Collins teacher notes</p> <p>Collin resources</p> <p>7</p> <p>Access to previous pictures of parks would be useful for</p>

		<p>learn about what makes them special</p>	<p>main cities of Britain? The second purpose of the National Parks is to provide open space and countryside (called 'breathing spaces') for the populations of the large towns and cities – most are located within easy travelling distance of urban areas.</p> <p>Children's Task</p> <p>Literacy based work – to produce a persuasive leaflet for a national park to persuade tourist to visit it. Resource 7 helps with what should be included.</p>	<p>the children as well.</p>
Lesson 5	1 hour	<p>Ancillary Question 4: Why is protected land so important in Southwest England?</p> <p>WALT: Identify and record the key physical and human geographical features of Southwest England and compare and contrast the proportion of protected land here with other regions of the UK</p>	<p>Ask the pupils to look again at the map of protected areas of the United Kingdom in Resource 3 and then to compare it with the map of regions of the United Kingdom in Resource 8 and also the map of countries and cities of the United Kingdom in Resource 1. The 'other protected areas' shown on the map in Resource 3 are mostly Areas of Outstanding Natural Beauty (AONBs) (here you can ask if any children have ever been to Cannock Chase, which is local and an AONB) – areas of countryside considered to have significant landscape value. Ask the pupils to compare the map of regions with the maps of protected areas and countries and cities. Which region of England has the largest proportion of National Parks, other protected areas and protected coast? Southwest England (Resource 9) contains 25 per cent of all the protected land and coast in England even though it covers only 18 per cent of the land area. In total 35 per cent of the land area of Southwest England is in a National Park, AONB, World Heritage Site (there are four in the region) or is a Site of Special Scientific Interest (SSSI). In addition 60 per</p>	<p>Collins Teacher notes</p> <p>Collins resources 3, 8, 9, 10, 11</p>

			<p>cent of all the protected 'Heritage Coast' in England is in Southwest England.</p> <p>Using a copy of the outline map in Resource 10 and the map in Resource 11 support the pupils to compile their own map of Southwest England by showing and labelling different parts shown in the teacher notes.</p> <p>Children's Work</p> <p>To create their own map of the South west. They can use label and ideally keys if they can for some aspects.</p>	
Lesson 6	1 hour	<p>Ancillary Question 5: Why are so many people attracted to The Valley of Rocks?</p> <p>WALT: Identify, describe through observation of the landscape of The Valley of Rocks in Exmoor National Park, and explain the attraction of this area for visitors such as artists</p>	<p>Exmoor National Park in Somerset and Devon is one of two National Parks in Southwest England. The twelve-minute film at www.youtube.com/watch?v=aDhxiYqj-1o serves as an excellent introduction to its natural and human features. What are some of the amazing natural and wildlife features of the National Park? Amongst them are red deer herds, deep valleys with fast-flowing rivers, wild moorland-covered hills, steep cliffs. What examples are there in the film of the cultural heritage of the National Park? Amongst them are Iron Age hill forts, medieval castles.</p> <p>The Valley of Rocks, to the west of Lynton, is one of the most beautiful and spectacular places in Southwest England and is visited by hundreds of thousands of people each year.</p> <p>Children given resource 12 an OS map, and go over the contour lines, what the mean and if the sea level is 0m and next to it is a 30m contour line then what does this mean? A cliff.</p>	<p>Collins Teacher notes</p> <p>Collins resources 12</p>

			Leave this here as an introduction. More map work and discussion will be in the next lesson.	
Lesson 7	1 hour	WALT: Identify, describe through observation of the landscape of The Valley of Rocks in Exmoor National Park, and explain the attraction of this area for visitors such as artists	<p>Next, ask the pupils to draw a faint pencil line from the top left-hand corner of the grid square to the bottom right-hand corner. As a final exercise ask the pupils to imagine the shape of the land they would find if they walked along the line from the top left to bottom right. A short section of flat sea at sea level, followed by a vertical rise up the cliff, then a steep incline up the side of the hill (where the contours are close together) finally flattening off a little towards the top where the contour lines are more widely spaced. Support them to sketch this shape on a piece of paper.</p> <p>Follow this exercise by asking the pupils to look for additional clues in the grid square that tell them about what the land is like here. We know that the land is very steep but what do names like Castle Rock, Rugged Jack and The Valley of Rocks itself suggest about what we would find if we visited the area in the grid square?</p> <p>Now give each pupil a piece of plain paper and encourage them to draw what they think The Valley of Rocks looks like.</p> <p>Allow the children time to do this. Allow discussion and feedback. Finish by showing resource 13 to compare what the valley of the rocks looks like compared to their drawing.</p>	Collins Teacher notes Collins resources 12 – 13
Lesson 8	1 hour	WALT: Identify, describe through observation of the landscape of The	Following on from this exercise, distribute or project the photographs of rocks found within The Valley of Rocks in Resource 14. Ask what the rocks are like. Support the pupils to see that many of the rocks are broken or fragmented or	Collins Teacher notes

		<p>Valley of Rocks in Exmoor National Park, and explain the attraction of this area for visitors such as artists</p>	<p>cracked into smaller pieces that lie all around. This is a landscape of shattered and cracked rocks.</p> <p>Now ask the pupils what they think could cause large rocks to be broken up like this? What forces could be at work? Explain that it is natural and not to do with human activity such as blasting at quarries. Take feedback and encourage discussion. To help with the pupils' thinking, show the image of tundra in northern Canada in Resource 15 and explain that between 12 000 and 25 000 years ago, during the last Ice Age, this is what The Valley of Rocks would have looked like. It would not have been covered with ice but nevertheless would have been extremely cold, exactly like places such as Baffin Island in northern Canada are today (see location maps in Resources 16 and 17). It was during this period of extreme cold that the rocks in The Valley of Rocks were split, broken and shattered. How could the very cold weather have caused this?</p> <p>Explain freeze–thaw</p> <p>Children's Task</p> <p>Children create a summative piece of writing about The Valley of the rocks, where it is, what it is and how it formed.</p>	<p>Collins resources 15, 16, 17, 18, 19 and 20</p> <p>Frozen bottle of water</p>
Lesson 9	1 hour	<p>WALT: take inspiration from well know artists to create a landscape</p>	<p>Show the pupils the picture of Samuel Palmer (1805–1881) in Resource 21 and explain that he was a very famous landscape painter during Victorian times about 150 years ago, who was inspired by the beauty and grandeur of The Valley of Rocks. His best-known painting of The Valley of Rocks is The Lonely Tower (Resource 22). This is, in fact, Duty Point Tower which still exists in The Valley of Rocks today</p>	<p>Collins Teacher notes</p> <p>Collins resources 21-25</p>

			<p>(see grid square 6949 in Resource 14). Ask the pupils to look carefully at the painting and describe what they see: sun setting, early evening sky still blue with stars showing brightly, silhouette of trees, shepherds sitting, flock of sheep, horse and cart etc.</p> <p>As a summative exercise encourage the pupils to draw or paint their own picture in the style of a romantic painter such as Palmer using the famous poem by John Keats: To Autumn (Resource 25).</p>	
Lesson 10	1 hour	<p>Ancillary Question 6: Why is Merrivale such an important prehistoric site?</p> <p>WALT: Identify, describe and, through observation, offer reasons for the existence of the Bronze Age ceremonial landscape in Dartmoor National Park, evaluate the reflections of others and reach a judgement about its purpose</p>	<p>Without any explanation divide the pupils into pairs and provide each with a copy of the OS 1:25 000 Explorer map extract in Resource 26 together with the OS 1:25 000 map key in Resource 27. Then encourage the pupils to use the map key of signs and symbols to create a picture in their minds of what the landscape between Merrivale and Princetown might look like? Support them in their thinking to consider:</p> <ul style="list-style-type: none"> •What do the height values and spacing of the contours suggest about relief (height and shape of the land)? It is an upland area rising to 500 m with contours evenly spaced, which means generally rounded hills rather than very steep slopes. •What covers the landscape here? See the vegetation section in the key. There is evidence of scrub, bracken, heath or rough grassland together with marsh, reeds or salting. •What evidence is there of people having lived in the area in the past? There are hut circles, cairns (a conical mound of stones marking a grave), standing stones, stone rows. 	<p>Collins Teacher notes</p> <p>Collins resources 26, 27, 28</p>

			<ul style="list-style-type: none"> •How are people using the environment today? Look for quarries, television masts, prison, farms, roads etc. •What clues are there that this place in Dartmoor National Park is a popular destination for visitors and tourists? <p>Now give each pupil an sheet of plain paper. Encourage them to draw a sketch, based on the evidence on the map, of what they think this place looks like. Allow time for this and also to discuss with pupils their thinking behind their sketches.</p> <p>Now provide each pair of pupils with copies of the images in Resource 28 and watch the films that show the area today at www.youtube.com/watch?v=rc01GXTMTj0 and www.youtube.com/watch?v=KweOcsS9p8E</p> <p>How well did the pupils envisage the place from the map evidence? What do the photographs and films now add to their understanding of Merrivale?</p> <p>Children’s Work</p> <p>Map work and a sketch Map</p>	
Lesson 11	1 hour	WALT: Identify, describe and, through observation, offer reasons for the existence of the Bronze Age ceremonial landscape in Dartmoor National	<p>Bronze Age communities buried their dead in and around very special and sacred ‘ceremonial’ or ‘ritual’ landscapes. One of the most important of these in the United Kingdom can be found at Merrivale in Dartmoor National Park. It is also an excellent example of how National Parks protect and conserve our cultural heritage.</p> <p>The landscape today contains two stone rows, a stone circle, a standing stone and a number of burial mounds called cairns and at least two burial cists.</p>	<p>Collins Teacher notes</p> <p>Collins resources 29 and you tube videos</p>

		<p>Park, evaluate the reflections of others and reach a judgement about its purpose</p>	<p>What really went on at Merrivale, however, remains a mystery.</p> <p>A very important change in people’s religious beliefs and practices occurred during the Bronze Age in Britain. Throughout the previous Mesolithic and Neolithic eras spanning thousands of years, the normal practice was to bury the bodies of people when they died in mass communal graves called long barrows. In the bronze age they were now buried alone or cremated and out in urns.</p> <p>The fact that so many bodies were laid out with food and drinking vessels seems to suggest that our ancestors believed in some form of life after death, and that not only were the dead thought to be capable of enjoying their grave goods, but that the afterlife required tools and trinkets very similar to those used when they were alive.</p> <p>Going over the information in the teacher notes for the cists. Now support the pupils to research the kind of things that the community would have buried with him as grave goods. What kind of things would the community have placed beside him to emphasise his importance to them?</p> <p>Children’s work</p> <p>To create a piece of writing in the book and or diagram of what would have been left the 50 old man in the village and why. Annotate drawing of artefacts.</p> <p>Note: there other activities that could be done in this question about the history of people in Merrivale. But I have decided to leave it here as this is a geography focus and not history. I feel that moving on will keep children engaged.</p>	
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Lesson 12	1 hour	<p>Ancillary Question 7: Why are farmers so important in our National Parks?</p> <p>WALT: Recognise, describe and explain the features of a hill or upland farm and why farmers are so important in helping to achieve the aims of National Parks in the United Kingdom</p>	<p>Explain to pupils that 440 000 people live in the National Parks of the United Kingdom and almost all of the land contained within them is owned, not by councils or the government, but privately by individuals, families and sometimes companies and businesses. Farmers are very important because in every National Park, farms form most of the countryside – farming is the most important land use.</p> <p>Introduce the pupils to Oliver Edwards of Westermill Farm in Exmoor National Park (Resource 33) and explain that he is one of hundreds of upland farmers who farm land in the National Park. Now tell the pupils that you are going to show them a selection of photographs taken on Oliver’s farm and that you want them to work out how he makes a living. Remind them that farms are important economic activities i.e. their purpose is to earn an income for the farmer and the people he or she may have working on the farm.</p> <p>Show the images in Resource 34 and allow ample time for discussion and speculation. Now distribute copies of Resource 35 in which Oliver talks about his farm, how he earns a living and why he believes farmers such as himself are so important in a National Park such as Exmoor.</p> <p>How well did the pupils do in trying to work out the different ways in which Oliver earns a living? As well as selling beef and lamb to Waitrose supermarket why has Oliver also built six cottages and devoted four fields for camping with toilets, showers and a farm shop? The pupils can visit www.westermill.com/camping.php and www.westermill.com/cottages.php to see the price that Oliver charges per week for each of the cottages and also the</p>	<p>Collins Teacher notes</p> <p>Collins resources 33, 34 and 35</p>
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			<p>price per night for camping. Why does Oliver feel that farmers such as himself and his family are so important to National Parks? What vital things does he believe they do? They help to protect and conserve the environment and also accommodate visitors and help them to enjoy the wonders of the environment.</p> <p>Using photos children can annotate and describe why farmers are so important to national parks and what they bring to them.</p>	
Lesson 13	1 hour	<p>Ancillary Question 8: How are National Parks looked after?</p> <p>WALT: Understand who looks after National Parks in the UK and reflect upon and evaluate the importance of the jobs that people do</p>	<p>Ask the pupils to consider the three purposes of the National Parks in the United Kingdom that they have learned about.</p> <ul style="list-style-type: none"> •To protect and conserve some of our most beautiful and spectacular countryside and precious wildlife for the future; •To create ‘breathing spaces’ where people can be encouraged to visit and enjoy the outdoors – 100 million visitors a year – by involvement in lots of different activities; •To make sure that the 440 000 people who live in the National Parks are able to make a living – such as farmers whose land forms most of the countryside in the National Parks. <p>Look at how these 3 points may contradict one another and how these may be over come.</p> <p>Look at the work of the volunteers and create a list of the jobs they do.</p> <p>Children’s Task</p> <p>Once the list has been compiled ask the pupils to reflect</p>	<p>Collins Teacher notes</p> <p>You tube videos</p>

			upon which they think are the most important things. Can they create a rank order of jobs from the most to the least important? Children must make sure they are able to justify their reason you could have a class debate.	
Lesson 14	1 hour	<p>Ancillary Question 9: How do Exmoor and Dartmoor National Parks compare with the Everglades National Park in Florida?</p> <p>WALT: Compare and contrast the Everglades National Park with Dartmoor and Exmoor National Park and understand through explanation the main similarities and differences between National Parks in the UK and those in the United States</p>	<p>Explain to the pupils that the United Kingdom is not the only country in the world that has National Parks. There are, for example, 59 in the United States of America – show them the map in Resource 36. The Everglades National Park is located in the very southern tip of the state of Florida – see the maps in Resources 37, 38 and 39.</p> <p>Complete a Venn diagram between the Everglades and Dartmoor to show how they compare. Similarities and differences.</p> <p>Share resource 40 Read through with the pupils and encourage them to underline all of the similarities and differences in different colours on the page. When this is complete take time to discuss what they have discovered and think about.</p> <p>The children could produce a poster here highlighting the differences and similarities.</p>	<p>Collins Teacher notes</p> <p>Collins resources 37, 38, 39, 40</p>