

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Geography	Local Study	4	Autumn 2	10 hours.


What knowledge and skills will children have gained by the end of this unit?

- Understand why places in the UK and other countries change over time.
- Identify, describe and record changes to Bilston since the industrial revolution.
- Explain what the industrial revolution was.
- Identify, describe and record changes to Bilston C of E Primary School over the past.
- Identify problems in our local area now.
- Create an enquiry-based question to gather data from our local area.
- Identify appropriate data collection methods.
- Create a safe route on map for fieldwork and then undertake and record findings using appropriate data collection methods.
- Identify presentation methods and create a presentation of their fieldwork findings.

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities	Resources	Vocabulary
Lesson 1	1 hour	<p><i>Why do places change?</i></p> <p><i>By the end of this lesson children will be able to:</i></p> <ul style="list-style-type: none"> • <i>Identify, describe and</i> 	<p>Identify, describe and give reasons for why environments change.</p> <ul style="list-style-type: none"> • Annotated poster comparing events at Glenridding with the construction of the London Olympic Park • Discuss how the two locations changed and the reasons for their change. 	Collins Teacher Notes Resources 1 to 3	<p>United Kingdom</p> <p>Glenridding</p> <p>Location</p> <p>Village</p> <p>Cumbria</p>

		<p>give reasons for environmental changes.</p>	<ul style="list-style-type: none"> • Now show the pupils the news reports at www.youtube.com/watch?v=rQXKaL2iYQo and www.youtube.com/watch?v=YMxisOwHJ7k • What changes occurred in the village and what were the causes of these changes? Between 3–8 December 2015, Storm Desmond hit North West England and Cumbria as it passed to the west of the United Kingdom • Olympic park This was the land that was redeveloped for the Olympic sports arenas, village and parks for the London Olympic Games of 2012. This location was transformed as the time lapse films at www.youtube.com/watch?v=bBOW8xiqQ8Y and www.youtube.com/watch?v=IPpD-x_rykU show. 		Land Parks
Lesson 2	2 hours	<p>How has my local area changed in the past?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> ▪ Explain changes in Bilston. ▪ Locate and identify Bilston on a Map. 	<p>Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment.</p> <p>Read through the information about how the land use on Bilston has changed since pre 1790 to modern days.</p> <p>Agriculture, wool markets (links to Wolverhampton), Brick making, the early coal industry, The steel industry (John Wilkinson and later Hickman), the decline of agriculture and the increase of industry, the development of the infrastructure for transport (canals/roads), population explosion as people move to the towns, increased issues with medicine, crime, sanitation as population boomed. Modern Bilston.</p> <p>Children to sequence images of the changes that have taken place in the local area and order chronologically, annotate and match statements.</p>	<p>Collins Teacher Notes</p> <p>Google Earth</p> <p>Resource 5</p>	<p>Location</p> <p>Observe</p> <p>Record</p> <p>Agriculture</p> <p>Industry</p> <p>Transport</p> <p>Canal</p> <p>Road</p> <p>Town</p> <p>Population</p> <p>Bilston</p> <p>chronologically</p>

Lesson 3	1 hour	<p>How has my school changed over time?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> ▪ Explain changes in Bilston C of E Primary school. ▪ Explain how the locality has changed, influencing the school. 	<p>Identify, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development or the work of a significant individual</p> <p>Talk about the history of the school. It has roots back to 1699. Identify the links with the church and how the location of the school has changed over time. Look at the changes in education, how it was only for a few, then funded by the church for boys. The mixture of the girls and the boys school, then the amalgamation of the infant and junior schools for a primary. Children to write a biography of the school, including the school dates and key events in the school's history.</p>	<p>School history resources, Humphrey Perry's cases. The records, school bell etc.</p> <p>History of the school by Ian Criton.</p>	<p>Locality Bilston Town School Area Amalgamation</p>
Lesson 4	1 hour	<p>WALT: describe how my local area changed as a result of the industrial revolution.</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> ▪ Explain in simple terms the industrial revolution. ▪ Identify and describe changes to 	<p>Identify, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development or the work of a significant individual</p> <p>Discuss with the children that the industrial revolution was a significant period in history that had a major effect on the landscape in Bilston.</p> <p>Look and discuss the 6 facts involved in the industrial revolution...</p> <ul style="list-style-type: none"> • Population boom, Agriculture, Power, Transport, Empire and Factories. <p>Discuss and identify why Britain might have been known as the workshop of the world during this time.</p>	<p>Twinkl presentation of the industrial revolution.</p>	<p>Locality Local area Bilston Town Industrial revolution Population Agriculture Power Transport Empire Factory</p>

		our local area since the industrial revolution.	Create a presentation of how Bilston has changed since the industrial revolution.		
Lesson 5	1 hour	<p>What are the current issues in our local area?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> Identify any issues with their local area. Devise an enquiry question about their local area. 	<p>Display the <i>Presentation: Enquiry ideas</i>, which provides examples of local issues. Divide the pupils into groups of six and ask each group to discuss which local issues interest them and what they would like to research further. Take feedback.</p>  <p>As a class, use the ideas on the <i>Presentation: Enquiry ideas</i>, to decide on one local issue to investigate – this could be done through a vote.</p> <p>Hand out the <i>Activity: Developing an enquiry question</i> (one each) and display the <i>Presentation: Developing an enquiry question</i>, to demonstrate completing the activity. Ask the children what they already know about the chosen issue, noting this down on their activity sheet. Their knowledge might include ideas about the location, the impact on the environment and local wildlife and the impact on the economy and visitors to the area.</p>	<p>Collins resources 22-23</p> <p>Kapow Resources.</p> <p><i>Presentation: Enquiry ideas,</i></p> <p><i>Activity: Developing an enquiry question</i></p>	<p>Quality Environment Location Bilston Aerial image Birds eye view Traffic Population Housing Observations.</p>

Developing an enquiry question

What is your area of interest?	
What do you already know?	What do you want to find out?
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
What could your enquiry question be?	

Which groups of people may be affected by this issue?	

Ask the children to record what they would like to find out about the chosen issue, for example:





- Whether empty shops on the high street impact the shopping habits of people.
- How pollution in a local area impacts how people use the space.
- How different groups of people feel about the development of a new building.

From this, the class can devise a few enquiry questions to base their fieldwork on, for example:

- Have shopping habits changed since (add shop name) closed down?

			<ul style="list-style-type: none"> • Does litter in the park impact how people use it? • Will the opening of a new nursery impact people living nearby? <p>Take feedback from the children and decide on a class enquiry question through a vote. Alternatively, each table group could choose a different enquiry question which explores the same local issue.</p> <p>Ask the children to think about the different groups of people that may be impacted by the issue.</p> <p>These may include:</p> <ul style="list-style-type: none"> • The children who live in or visit the area. • Parents who use the area. • Commuters or taxi and bus drivers. • Tourists. • Businesses that use the area. • People who use the area for exercise or leisure activities. • People who live in or near the area. • Local councils. <p>The children should note down any relevant groups of people on their <i>Activity: Developing an enquiry question</i>. Keep this activity to refer back to in Lesson 2.</p>		
Lesson 6	2 hours	What is the most effective data collection methods for fieldwork?	<p>Arrange the children into the same groups of six as in Lesson 1 and hand out the <i>Activity: Data collection methods</i> (one each). Ask each group to discuss what they want to find out and if they need to speak to anyone in particular or visit a particular location, to answer their enquiry question.</p>	<p><i>Kapow:</i> <i>Activity: Data collection methods</i></p>	<p>Bilston Locality Enquiry Data</p>

		<p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • identify what data needs collecting to answer the enquiry question. • justify why I have chosen a data collection method. • design a data collection method. 	<p>For example, if the class wanted to know how a new shop on the high street will impact the local area, some elements or viewpoints they may wish to consider are:</p> <ul style="list-style-type: none"> • How the other shop owners feel about it. • How the building work might affect other shops. • How the shoppers feel about it. • If any other structure or space will be demolished to make way for the new shop. • If there are any bus routes or train stations nearby. <p>Ask the children to complete the first four questions on their activity sheet. This may need to be done as a whole class.</p> <p>Distribute research and information from age-appropriate sources (see Teacher guidance), either digitally or printed, to give the children further context to their fieldwork if applicable.</p> <p>Using the <i>Presentation: Data collection methods</i>, recap the ways data could be collected (Likert scale, tally charts, photographs, interviews, questionnaires, sound recordings, sketch maps and annotated sketches) and the benefits of each method.</p> <p>As a class, discuss which data collection methods would be best to use to collect the required information. Ask the children to note these on question 5 of their <i>Activity: Data collection methods</i>.</p> <p>Hand out sheets of A4 plain paper (one each) and ask the children to design the templates for their chosen data collection methods (templates could be created digitally).</p> <p>Optional – each group could be assigned a different data collection method to create.</p>		<p>Likert scale tally chart, sketch maps</p>
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			Ask the children to consider or make a list of any equipment they may need on question six of their activity, such as devices for audio or photographs, during their fieldwork.		
Lesson 7	1 hour	<p>What route is best to take for our fieldtrip?</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> select the start and end of the route. plot the points on the route where data will be collected. identify any risks that may be encountered on the route. 	<p>Show the children the <i>Presentation: Map comparison</i> and in pairs, ask them to discuss which type of map would be most useful for the following:</p> <ul style="list-style-type: none"> Identifying human and physical features in an area (map 3). Planning a route in a car (map 1). Adding a human or physical feature to the school grounds (map 4). Looking at the shape of the landscape including slopes, hills and mountains (map 2). <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>1.</p>  </div> <div style="text-align: center;"> <p>2.</p>  </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>3.</p>  </div> <div style="text-align: center;"> <p>4.</p>  </div> </div> <p>Arrange the children into the same groups of six as in Lessons 1 and 2 and hand out the OS maps of the fieldwork area (one per group). Display an <i>OS map</i>, showing the local area the children will be using for their fieldwork (alternatively share any relevant image or web page on the interactive whiteboard). Describe the boundary of the area they will be allowed to use to collect data during their fieldwork. Ask the groups to think about where the</p>	<p>A range of maps.</p> <p>OS map of Bilston (local area)</p>	<p>Map</p> <p>Route</p> <p>Area</p> <p>Locality</p> <p>Human features</p> <p>Physical features</p> <p>OS map</p>

			<p>best locations will be to collect their data (this may be more than one location) within the given boundary and why. They can plot this on their maps by using an 'X' symbol. These maps should be kept for use in Lesson 4.</p> <p>The children should then plan the route they will take to access any data collection points, identifying a start and end point.</p> <p>Ask the children: What risks should you be aware of during your fieldwork trip?</p> <p>Discuss with the class how they can minimise these risks, for example:</p> <ul style="list-style-type: none"> • Not touching litter, vegetation or unknown substances. • Wearing clothes appropriate to the destination and weather, bringing a raincoat or sun cream and wearing closed-toe, sturdy shoes. • Ensuring they are within range of the assigned designated adult for their group at all times. • Avoiding climbing on uneven ground where possible. <p>Ask the children to record their ideas of how to avoid risks on their activity sheets.</p>		
Lesson 8	Afternoon Trip	<p>Collect the data to answer the enquiry question.</p> <p>By then end of this lesson children will be able to:</p>	<p>Allocate the adult supervisors to specific groups. Hand out the clipboards (one each) and devices (one per group) and ensure pupils have all of their equipment, including pencils.</p> <p>Remind the pupils to share the maps and devices within their groups, allowing everyone to try each role and task in the fieldwork.</p>	<p>iPad</p> <p>Clipboard</p> <p>Pencils</p>	<p>Fieldwork</p> <p>Data Collection</p> <p>Enquiry</p> <p>Map</p> <p>Route</p>

		<ul style="list-style-type: none"> • manage risks during fieldwork. • follow a route on an OS map. • record data using a variety of methods. 	<p>During the fieldwork, remind the children of the boundaries of the fieldwork trip and to be aware of any risks during the trip. Allow the children to complete the data collection in their groups, taking turns where possible.</p>		
Lesson 8	1 hour	<p>Determine an answer to the enquiry question and present my findings.</p> <p>By the end of this lesson children will be able to:</p> <ul style="list-style-type: none"> • examine the data collected. • add data to a digital map. • come to a conclusion about what the data shows. 	<p>Encourage the children to analyse their data, identifying patterns and trends. Demonstrate answering the following questions using an example from one of the groups:</p> <ul style="list-style-type: none"> • What does your data show? (The children can give a brief summary of what they found out.) • Does your data suggest your chosen location has any positive points? (The children should reflect upon positive data collected about the area. This may include, for example, that people enjoy the space or that the environmental quality was high.) • What improvements or changes could be made to your chosen location? (The groups may reflect upon any negative opinions or data they collected. They may suggest ideas, for example, more bins in the location, another bus route added to a busy area or maintenance on a footpath.) <p>Discuss with the children how their data and findings could be presented. Display slide 1 of the <i>Presentation: Presenting</i></p>	<i>Presentation: Presenting findings</i>	Data Findings Local area

		<ul style="list-style-type: none"> • Present findings. 	<p>findings and ask each group to consider the best way of presenting their findings. Take feedback.</p> <div data-bbox="737 220 1283 639" style="background-color: #e0f2f7; padding: 10px; border: 1px solid #ccc;"> <p>Ideas for how to present your findings may include:</p> <ul style="list-style-type: none"> ✓ As a letter. ✓ In a video. ✓ On a visual presentation board. ✓ As a set of digital computer slides. ✓ In a written report. ✓ In a bar chart, pictogram, tally chart or pie chart, if applicable. ✓ As a poster. ✓ In a school newsletter. </div> <p>Children to have time to create a presentation. Follow this lesson with a group presentation to another class.</p>		
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Links to the National Curriculum:

Locational knowledge

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Human and physical geography

- Describe and understand key aspects of:
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork

- 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, atlases, globes and digital/computer mapping to locate countries and describe features studied.