

Otley : YEAR 3 Geography MEDIUM TERM PLAN (4 Weeks Work)

At the end of this geography unit of work pupils will

Know:

- locate the world’s countries, using maps to focus on Europe and large-scale maps of Leeds, Otley.
- understand and identify locational knowledge
- describe and understand key aspects of Otley and the location, alongside some of the history of it
- understand similarities and differences between Otley in 1906 and Otley today

Can do:

- Tables, charts and sorting data relating to Otley
- Make a simple database to record and present it.
- Using maps to identify industry, recreation and tourist spots.
- use symbols and keys to build their knowledge of Otley.
- Make observations using research on farming methods in Otley.

Understand the vocabulary:

- listed below – able to explain and discuss it without reading it from their geography folder.

Disciplinary knowledge: recording and presenting data, making simple observations based on research, researching Otley using texts and the internet, asking geographical questions to gain knowledge about different areas, creating and using symbols and keys on a map, comparing similarities in Otley and previous knowledge of Saltaire.

reading, following and understanding maps and map symbols; making a sketch map; conducting a traffic survey.

Substantive: Knowledge and vocabulary of key human features: land use, retail, farming, recreation, industry, transport.

The expectation is that ALL pupils can learn, explain and write coherently about the aspects below.

Reading books at home and in school about Leeds, the local area and Otley.

Pupils will learn	Vocabulary pupils will learn	Writing using a genre/tables	Fundamental principles and teaching techniques to ensure that work is of a high standard from all pupils
Week 1 – 2 hours	capital city, function, inner city, countryside, land use, market,	Pupils will complete a comparison table: <ul style="list-style-type: none"> • Population 	

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<p>Think like a Geographer</p> <p>What are the similarities and differences between Otley and Kirkstall?</p> <p>Give children key questions from RGS – KS2. Children to use resources to answer the questions.</p> <p>iPads, maps, Laptops, photographs</p>	<p>rural, settlement, shopping centres, site, suburb, urban,</p>	<ul style="list-style-type: none"> • Physical features • Local landmarks • Land-use <p>Activating prior knowledge – using Saltaire/Kirkstall as an example. Explain that we are going to be learning about Otley, which is a town in Leeds. We are going to be learning about it, using maps to locate it and completing some fieldwork on a school trip.</p> <p>Questions to find the answer to: What is the name of this place? Where is this place and which other places are near it? Is it a village, town, suburb or part of a city? What different types of land use can we find? Are there any green spaces in Otley? What are they used for? How do people use this landscape in different ways? Are there any local ‘landmarks’? How is it similar or different to other places we have learnt about?</p> <p>Using the laptops, information from Teacher and maps children to research the answers.</p> <p>Teacher to go through the answers – give give give to the children.</p>	<ul style="list-style-type: none"> • Clear expectations for listening – repeating and learning the information. Clear bite-size instruction and explanation from the teacher using parts of video’s where appropriate. • Behave from all pupils is exemplary and comments are made on sitting and listening. • Bite sized chunks of knowledge making time for repetition discussion and rehearsing in pairs. • Emphasis on learning and exploring key vocabulary. Repetition in oral WORK AND INSISTENCE THAT THE CORRECT TERMS ARE USED IN WRITING.
<p>Week 2 – 2 hours</p> <p>Identify and label information on a map.</p> <p>To understand key geographical concepts and locate them on a map transport, recreation, residential, industry.</p>	<p>cartographer, industry, recreation, plan view, birds eye view, retail, transport, residential, scale, colour, black or white</p>	<p>What are maps? Why are they used? When do you and your family use maps on a daily, weekly basis? Do you use maps during the holidays when you are visiting different places?</p> <p>If you are a cartographer what are the rules when you are making a map? What do you have to consider? Scale, plan view, colour or black and white?</p>	<ul style="list-style-type: none"> • Drafting process for tables and writing • Writing of date and modelling of key letters e.g. in January.

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<p>Using post-it notes to locate the key aspects on the maps.</p>		<p>Do these rules always apply to maps? Present day and historic maps.</p> <p>Main: We are going to use a range of maps and locate information from different types of maps all showing Otley.</p> <p>Let's look at the maps – Otley Travel Map, People's Stories – the delights of Otley, Coach Parking, Visit Otley, Chevin Forest Park Trail... what could we identify on each map? In your opinion which map communicate the information the best for a tourist or visitor?</p> <p>Name 3 streets in Otley that can be found on 3 different maps.</p>	<ul style="list-style-type: none"> • Demonstration and insistence on high standards of construction and presentation • Finger under words to copy words – insist accurate. • The vocabulary is broken down into the weekly learning, it is revised and used in writing • Pupils write their own vocabulary into their books putting their finger under the words to copy correctly.
<p>To compare historical maps of Otley and think about the changes to the suburb?</p> <p>How have maps of Otley changed since 1906 to today?</p>		<p>1 x historic map – do they follow the rules? How are the historic maps different? Amount of detail.</p> <p>We are going to use the maps to search for clues about what life was like in Otley over 100 years ago? And, how has life changed?</p> <p>SCAFFOLD: To find the answers to the questions you are going to need to use your eyes and your finger to trace the shape of the features on the maps. Work in pairs – model to start with as a whole class.</p> <p>In Otley, it was believed that it was extremely important to educate workers and their families. Can you find evidence on the historical map to prove this?</p> <p>Use the historical maps to locate 4 different places where the adults of Otley may have worked during the late nineteenth and early twentieth century.</p>	<ul style="list-style-type: none"> • End products – handwriting and colouring is beautifully presented.

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What was the name of the railway company that ran the station in Otley?

Where did the stone come from to build the houses in the settlement? Locate this site on the historical map.

What was the name of the river that ran through Otley? Look on the 1906 map. Can you locate a second water source?

Compare the Otley Travel Map with the historical maps.

a. How has transport use remained the same in Saltaire over 100 years?

b. How has transport use changed in Otley over 100 years?

Use the more recent maps of Otley to identify 5 different attractions for tourists when they visit the settlement.

Water was essential for factories and mills during the late nineteenth and early twentieth centuries. Use the 1906 map to find 4 industries that located close to a water source.

Did the industries choose the canal or the river to locate next to?

In 1906 what did the people of Otley do during their recreation time?

** Stop lesson and look at maps together when points of interest are identified, when pupils need support or modelling of how to answer the questions.

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		<p>Plenary: Come together to answer the questions that are on the cards. What have we found out? Discuss</p> <p>What have we learned about maps? Maps give us information. We haven't read books today, we haven't looked at photographs ... but maps have been a source of evidence – they have painted a picture of Otley in the past and present.</p>	
<p>Week 4 - 2 Hours</p> <p>How has Otley changed from 1906 to today.</p>	<p>city, function, inner city, countryside, land use, market, rural, settlement, shopping centres, site, suburb, urban, cartographer, industry, recreation, plan view, birds eye view, retail, transport, residential, scale, colour, black or white</p>	<p>Comparing 1906 to today in Otley</p> <p>Pupils will complete a comparison table:</p> <ul style="list-style-type: none"> • Population • Physical features • Local landmarks • Land-use <p>Draw 2 maps. 1 from 1906 and one from today using modern map.</p> <p>Using overlay, children will be able to clearly see the differences between the two.</p> <p>Begin drafting sentences using comparative connectives – compared to however although</p>	
<p>Week 3 – 2 hours each</p> <p>Sketch map</p> <p>Can we re-create a map of Otley?</p>	<p>capital city, function, inner city, countryside, land use, market, rural, settlement, shopping centres, site, suburb, urban, cartographer, industry, recreation, plan view, birds eye view, retail, transport,</p>	<p>Children to recreate a sketch map of Otley.</p> <p>Teacher led: children to gather round and teacher to explicitly explain the Otley map. Which key features to draw first? River, station, the chevin. Draw the key features first. Begin a key at the corner.</p>	

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<p>Teacher led investigation: Can we use and understand a map of Otley that we create ourselves?</p>	<p>residential, scale, colour, black or white</p>	<p>What colour is water? Blue – use blue to carefully show the river. What colour is the forest – green.</p>	
<p>Week 5 - Trip</p>		<p>Itinerary: 9:30am - Coach arrives 10am – 11am Walk down into Otley town 11:30am Find the locations on the x map 12pm – 1pm - Lunch in the adventure playground 1pm – 2pm Traffic and people survey – count the different people that come into Otley town. Why have they come to Otley? Visit/Local</p> <p>Questions to ask people: How would you describe your purpose in Otley today? How did you get to Otley town today? How attractive do you think Otley is? What do you consider to be the advantages of visiting Otley?</p> <p>Pie charts to create upon returning using the results of the survey. Purpose Of Being In</p>	
<p>Week 6 – 2 hours</p> <p>How is Otley different in similarity to Kirkstall?</p>		<p>A3 piece.</p> <p>2 pictures – 1 Otley, 1 Kirkstall</p> <p>Children to draft paragraphs, using the drafting process, about both Otley and Kirkstall.</p> <p>e.g. Otley is a town that is in Leeds. Furthermore, Kirkstall is also in Leeds. They are both suburbs of Leeds.</p> <p>Otley has the River Wharfe flowing through the centre. This is compared to Kirkstall which has the River Aire flowing through it. The River Wharfe, which originated</p>	

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		in the Yorkshire Dales, flows through a neighbourhood town Ilkley. The River Aire, which meanders through the countryside, flows into Leeds.	
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Folder work:

Contents

Pictures of children discussing the maps in groups

Otley map – comparing the 1906 to modern maps (drawings)

Picture of annotated 1906 map with post-it notes

Questions and answers about the maps (written in fountain pen)

Pictures from the trip

Pie charts – Purpose Of Being In Otley On 11th May

A3 paragraphed piece about the differences of Otley and Kirkstall.