



A CONTRASTING UK LOCALITY - BREWOOD MEDIUM-TERM PLAN



Year 4 - Term 3

Time Allocated: 1½ hour plus day's fieldwork in Brewood

(V) = Visual

(A) = Auditory

(K) = Kinaesthetic

Key ideas and enquiry questions	Learning Objectives: Children should learn ..	Possible Teaching Activities	Learning Outcomes Children can	Assessment Evidence	Cross Curricular Links	Resources
Where is Perton and Brewood?	<ul style="list-style-type: none"> to investigate places to use geographical questions to develop an awareness of how places relate to each other to use and interpret atlases and maps 	<ul style="list-style-type: none"> Introduce Brewood as a contrasting locality to Perton. Why? Brewood – old, traditional, rural village; Perton – new, modern, urban village. (V) (A) Children use maps, atlases, aerial photographs, to locate Perton and Brewood. (V) Children identify countries and locate Staffordshire on map of Great Britain. (V) Find counties that surround Staffordshire and locate on a map. (V) Look at maps to identify and discuss with the children similarities and differences in the <u>location</u> of the two places. (V) (A) 	<ul style="list-style-type: none"> locate Perton and Brewood on a map. identify countries and Staffordshire identify counties surrounding Staffordshire identify similarities and differences in <u>locations</u> of Brewood and Perton 	<p>Mapwork</p> <p>List of similarities and differences</p>	<p>Maths – compass directions</p> <p>English</p> <p>ICT: Maps - UK Street Google</p>	<p>Atlases</p> <p>Aerial photographs</p> <p>Photographs of Perton and Brewood</p> <p>Maps of Perton and Brewood</p> <p>Outline maps of the British Isles and counties surrounding Staffordshire</p>

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<p>What do we know about Perton and Brewood?</p> <p>Can the children describe Perton to a pen friend?</p>	<ul style="list-style-type: none"> to investigate places to use geographical questions to develop an awareness of how places relate to each other to develop their letter writing skills 	<ul style="list-style-type: none"> In groups or pairs discuss and write down as many facts that they know about Perton – as a concept map – then Brewood. (V) (A) (K) Discuss as a class and identify under the headings of: <u>History of village</u>, <u>Physical features</u>, <u>Human features</u>, <u>Types of buildings</u>: homes, public places, educational, <u>Land use</u>, <u>Types of work</u>. (Homework Activity – find out the population of Perton and Brewood). (A) Read and discuss about the history and background to Brewood. (V) (A) Answer questions about the history and background to Brewood – include similarities and differences. (A) Children to write a letter about themselves – where they live, hobbies, interests, their school and Perton – a modern village – to the children of St Mary & St Chads, Brewood. (K) (A) Children write ‘thank you’ letters or card after the visit. (K) 	<ul style="list-style-type: none"> record known facts about Perton and Brewood identify facts about Perton under appropriate geographical headings. answer questions about Brewood, including similarities and differences. write a letter using the correct format. write about interesting topics in the letter and features 	<p>Concept map</p> <p>Written work or Activity Sheet</p> <p>Written answers</p> <p>Letter- including Geographical features of Perton</p>	<p>History - airfield - names of streets</p> <p>English ICT – Internet link – find out about Brewood</p> <p>Literacy – complete in Literacy lesson</p>	<p>Aerial photographs</p> <p>Photographs of Perton and Brewood</p> <p>Maps</p> <p>Activity Sheet</p> <p>Worksheet</p> <p>Paper</p>

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Can you work out a route and draw a map from Perton to Brewood?	<ul style="list-style-type: none"> to investigate places to use and interpret atlases and maps to draw maps 	<ul style="list-style-type: none"> Using a variety of maps, children locate Perton and Brewood. (V) Discuss most direct route to be taken when we visit Brewood. (V) (A) Children identify geographical features from aerial photographs and maps, eg names of roads villages passed through canals, lakes, river places of interest land use, eg farms distance and direction. (V) (A) Draw a map to show their route to Brewood (K) Try and identify geographical features along the route (V) 	<ul style="list-style-type: none"> locate Perton and Brewood find direct route from Perton to Brewood name main geographical features from aerial photographs and maps draw map to show route from Perton to Brewood 	Mapwork	ICT – UK Street Maps Maths – Directions	Atlases Maps Aerial Photographs

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What are the main geographical features in Perton? Why?	<ul style="list-style-type: none"> to use grid references to identify features or places on a map 	<p>Introductory Activity:</p> <ul style="list-style-type: none"> Discuss in pairs and sort out 12 sentences. (A) (V) (K) Place in appropriate area on map of Perton. (K) After 5-10 minutes, discuss areas identified and children give appropriate grid references. (A) (K) (V) Main Activity – Features in Perton – using maps of Perton answer questions giving appropriate grid references. (A) (K) Discuss why Perton has these features (A) Divide page into six and draw six features found in Perton, eg Leisure – park, Economic – Sainsbury’s, shops, Educational – schools, library, Public Places - Church, Community Centre, public houses, Physical – river, wood, Human - lake (V) (A) (K) 	<ul style="list-style-type: none"> place sentences to corresponding area on map of Perton. identify features correctly using grid references Draw own illustrations to show geographical features in Perton 	<p>Number of sentences placed correctly</p> <p>Answers to questions</p> <p>Drawings</p>	<p>English – Speaking and Listening</p> <p>Maths</p> <p>Art</p> <p>ICT – UK Street Maps Google Maps</p>	<p>Maps Sentences</p> <p>Worksheet</p> <p>Pencil Crayons</p>

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What are the main geographical features in Brewood? Why?	<ul style="list-style-type: none"> to use grid references to identify features or places on a map to read maps and information carefully in order to identify features or places 	<ul style="list-style-type: none"> Introductory Activity: Discuss in pairs and sort out 12 sentences. Place in appropriate area on map of Brewood. (V) (A) (K) After 5-10 minutes, discuss areas identified and children give appropriate grid references. (A) (K) Main Activity: Features in Brewood – read out and discuss information about Brewood and how to use the street map of Brewood. (V) (A) (K) Children find information about appropriate features, eg economic, leisure, educational, medical. (A) (V) Compare facilities in Brewood to those in Perton. (A) Compare names of streets in Brewood to those in Perton. (V) 	<ul style="list-style-type: none"> place sentences to corresponding area on map of Brewood. identify features correctly using grid references. describe main features and facilities in Brewood. note similarities and differences between facilities in Brewood and Perton. 	<p>Number of sentences placed correctly.</p> <p>Written answers</p>	<p>English – Speaking and Listening</p> <p>English</p> <p>History/ICT Brewood Census</p>	<p>Maps Sentences</p> <p>Brewood Street Map</p> <p>Brewood Information leaflet</p> <p>Activity Sheet</p> <p>ICT Suite</p>

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What do we expect Brewood to be like? Why?	<ul style="list-style-type: none"> to use secondary sources to use geographical vocabulary to describe what places are like to identify main physical and human features 	<ul style="list-style-type: none"> Divide children into small groups or work in pairs and ask them to use secondary sources to write down their expectations of Brewood. Record, using the following headings: Buildings (homes, shops, school, church), Landscape, Economic Activity, Leisure. (A) (K) Try to encourage children to give reasons why (A) <p>Watch short video about Brewood after completion of above</p>	<ul style="list-style-type: none"> use secondary sources to predict what Brewood will be like, noting main human and physical features make deductions about places based on geographical knowledge and understanding 	Written record or Activity Sheet	<p>English – Techniques for generating ideas in discussion, eg concept map</p> <p>Also learn about organising ideas, eg identifying headings, grouping according to sets of characteristics or criteria.</p>	<p>Maps</p> <p>Photographs</p> <p>Activity Sheet</p> <p>Brewood Video</p>

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What is Brewood actually like?	<ul style="list-style-type: none"> to investigate a contrasting locality. to use geographical questions. to develop the use of fieldwork skills. to identify main physical and human features. to collect, record and analyse, data. to identify land use. To develop an awareness of economic activity. to understand how people affect the environment. to understand how features of the locality influence the nature and location of human activities. to appreciate the similarities and differences between St Mary and St Chad's church and The Church at Perton. to appreciate the similarities and differences between St Mary & St Chad's First School and Perton First School. 	<ul style="list-style-type: none"> A days fieldwork in Brewood. (V) (A) (K) Children complete activity worksheet when walking around the village. (V) (A) (K) Children complete a geographical walk and challenge. (V) (A) (K) Draw field sketches, facing different directions (use of compass). (V) (K) Using a compass, find the direction of St Mary & St Chad's Church spire – from different places. (V) (K) List different types of economic activity in Brewood. (K) Children note main features of physical landscape and human activity. Why? (A) (K) Using photographs and maps, children try to identify where they are on the geographical walk. (V) (K) Draw attention to the similarities and differences between both churches. (V) (A) Children meet pen-friend they have written to. (V) (A) (K) Draw attention to the similarities and differences between the two schools. (V) (A) 	<ul style="list-style-type: none"> draw field sketches that show the main features of the locality. identify main land uses – shops, housing, farming, canal, etc. identify different places in a photograph and on a map begin to understand how features of the locality influence human activity. note the differences and similarities between the churches and schools. carry out a traffic survey (if time!). 	Sketches Village Comparison Activity Worksheet and Geographical Challenge Booklet	Art Maths – Compass directions English – Speaking and Listening PHSE 'World of Work' – types of jobs and economic activity Maths – Tally Chart R.E. Church visit	A Village Comparison Activity Booklet Investigating Brewood – A Geographical Challenge Pupil's Book Clipboard Photographs Maps Compasses Camera Pencils

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What does it feel like to be here?	<ul style="list-style-type: none"> to appreciate the quality of the environment 	<ul style="list-style-type: none"> Stop at different points, eg by the canal, and sit in silence. (V) (A) Ask the children to use their senses to help them jot down words and phrases to describe how they feel. What can they hear, see, feel, count? (V) (A) (K) 	<ul style="list-style-type: none"> develop an awareness of the quality of the environment and further develop their sense of place. 	Poem	English – Sensory Poetry – the children could produce a poem from their notes	<ul style="list-style-type: none"> Clipboards Activity Booklet Pencil
What have I learnt about Brewood?	<ul style="list-style-type: none"> to use geographical vocabulary to describe what places are like to identify main physical and human features 	<ul style="list-style-type: none"> Children discuss and complete worksheet about what they have found out and learnt about the village of Brewood: landscape – buildings – economic – leisure. (V) (A) Include most interesting thing they learnt about was . . . 	<ul style="list-style-type: none"> make deductions about places based on geographical knowledge and understanding 	Worksheet		<ul style="list-style-type: none"> Worksheet Activity Booklets

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What are the main similarities and differences between Perton and Brewood?	<ul style="list-style-type: none"> to understand similarities and differences between places 	<ul style="list-style-type: none"> Ask the children to review their fieldwork and begin to explain the main similarities and differences between Perton and Brewood. (A) Complete either as a class or divide the children into groups and allocate a different theme to each group eg buildings (school, housing, church, shops), land use, leisure, economic activity. Present and analyse main findings – drawing comparisons with Perton. (V) (A) (K) Produce a class book about Brewood that can be shared with other classes in the school. (V) (A) (K) Children complete a Powerpoint presentation on 'A Village Comparison' using hyperlinks. (V) (A) (K) 	<ul style="list-style-type: none"> review fieldwork – experience and reflect on what they have found out and how it has affected their initial thinking. understand similarities and differences between Brewood and Perton. 	<p>Lists of similarities and differences.</p> <p>Worksheet Written accounts</p> <p>Class Book</p> <p>Brochure/Poster</p>	<p>English</p> <p>Art – water colour paintings of Brewood – 'Canal Scene' Canal Art: children paint their own designs on a wooden spoon and a terracotta pot</p> <p>Literacy</p> <p><u>ICT – Internet</u> Powerpoint Presentation – 'A Village Comparison Brewood/Perton'</p>	<p>Fieldwork Activity Booklet</p> <p>Investigating Brewood ' A Geographical Challenge; Pupil's Book</p> <p>Art resources</p> <p>ICT Suite</p>
What are the main features in Brewood?	<ul style="list-style-type: none"> to understand how to advertise the main features of Brewood 	<ul style="list-style-type: none"> Children make their own persuasive brochure or poster to advertise Brewood, eg for people thinking of moving into the area. (V) (K) Posters could be completed on the computer. (V) (K) 	<ul style="list-style-type: none"> produce a persuasive brochure or poster 			