




Andrews' Endowed Primary Medium term topic planning

English, Science, History/Geography, RE, ICT, The Arts, DT, PSHE, PE

Topic 4 – Spring 2

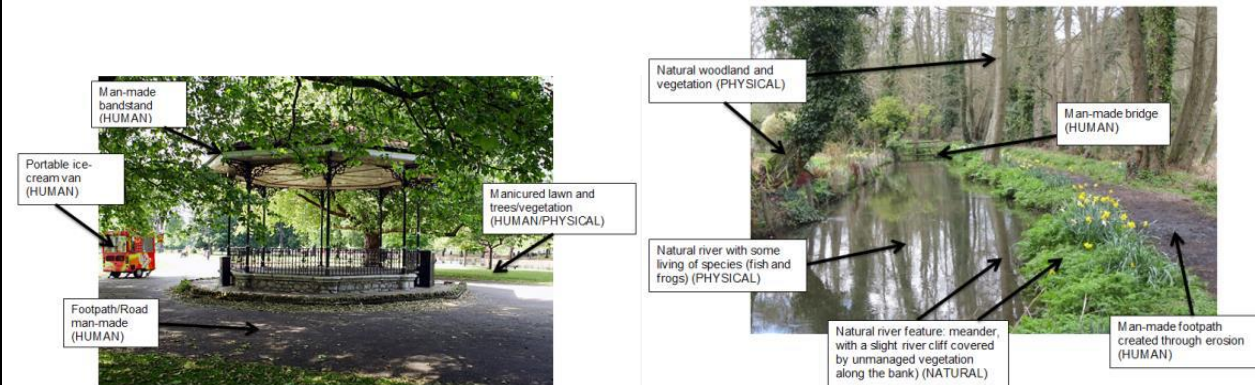
Philosophical question: What do we contribute to our own salvation?		Topic Title: Greetings from Hampshire
Hook/ Stimulus: Field Trip Around Holybourne		Outcome: Children to create a presentation that shows why it is good to live in Alton/Holybourne.
Trips/ Visitors: Church visitor –Hillier gardens – Greetings from Hampshire workshops		Rich Texts: Pebble in my Pocket
Skills covered and brief outline of activities		Ongoing skills taught discretely:
Section 1	<p>LO: To understand what makes up our cities in our county. Ask pupils what towns and cities they know of in Hampshire. Pupils are to make a list of these, and place them on to a blank map of Hampshire.</p> <p>Google Earth – What do you notice?</p> <p>Children to use Digimaps to explain how Google Earth can be seen as maps. What geographical features can they identify on the map?</p>	<p>PE – Volley ball and tennis RE – Salvation Computing – CS Coding PSHE- What choices help health?</p>

	<p>What makes a city a city? When does a town turn into a city? Or a village into a town? What is the difference between Winchester and Basingstoke?</p> <p>A town can only become a city if the monarch at the time grants it.</p> <p>Traditionally, a city is a place which has both a university and a cathedral.</p> <p>Being a city does not make the place any better, or give it special rights or responsibilities.</p> <p>What are the main cities in Hampshire?</p> <p>Why would people come to Hampshire? – Talk partners. List on whiteboards reasons why some people may want to come!</p> <p>Watch http://www.dailymail.co.uk/property/article-3364043/The-50-best-places-live-UK-Hampshire-district-retains-spot-impressive-fifth-year-row.html</p> <p>(Visit Hampshire clip)</p> <ul style="list-style-type: none"> -Calm -History -Fresh air -Historical (Cathedral) <p>Modern events!</p> <p>Pupils are to make a fact file about Portsmouth, Southampton or Winchester.</p> <p>Pupils are to use iPads to gain their knowledge, using mainly Wikipedia to source their information.</p>	
Section 2	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	

	<p>What do pupils know about maps? How can you read one? How can you write down where something is?</p> <div>   </div> <p>Map Symbols Powerpoint.pptx OS Map Questions.docx</p>	
Section 3	<p>To identify and describe the main human and physical features of the local Alton area.</p> <p>Key geographical questions and prior knowledge</p> <p>Question the children about geographical questions that they could ask to find out about their local area. Encourage the children to ‘think like a geographer’ when undertaking their fieldwork.</p> <p>Key geographical questions</p> <ul style="list-style-type: none"> ❑ 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 types of buildings can we find and what are they used for? ❑ What different types of land-use can we find? ❑ Are there any green spaces and what are they used for? ❑ Who lives here and what do they do? ❑ How do people use this landscape in different ways? ❑ Are there any local ‘landmarks’? ❑ What types of transport links can we find? ❑ What evidence is there of connections to other places? ❑ What was this place like in the past? ❑ How and why is it changing? ❑ How is it similar or different to other localities that are being studied? <div>  </div> <p>Alton questions.docx</p> <p>Explore what key elements and features the children already know about.</p>	

Discuss what different sources of evidence and resources your pupils might use to answer these questions; which may include the use of direct observation, maps, photographs, asking people who live in the local area, digital resources and other materials.

Pupils to think about both the human and the physical features in the local landscape. Physical features underlying the human landscape such as local streams, rivers or lakes, hills or valleys or areas of woodland and forest.



Chn are to use the 'then and now' Alton and Holybourne to discuss these natural and manmade features, and how they have changed over time.

Section 4

To plan fieldwork to observe, measure, the human and physical features in the local area.

Mapping the local area and planning your investigation

Ask your pupils to use geographical terminology when they are describing directions, e.g. north, south, east and west; use the scale (or ruler bar on Google Earth) to measure the length of their route; and use four and six figure coordinates to identify the location of features.

❑ What information can you find from the key e.g. are there green spaces already marked on a map? From the map symbols, can you see whether the housing is terraced, detached or semi-detached?

❑ Can your pupils identify places on your local map that your pupils already know about, such as their homes or places of local interest?

❑ What physical features can you identify from the map e.g. streams and rivers, hills and valleys, woodland or fields?

	<p>☒ Can you identify areas where pupils should be particularly aware of issues to do with safety e.g. crossing a road, near the edge of a water course or railway?</p> <p>Pupils are to answer these five questions as a group and plan their route and what they want to find out, natural or manmade focuses!</p> <p>Finally, include some 'now and then' photographs, to illustrate the change in the town. This can include the school, parts of both Holybourne and Alton.</p> <p>Pupils plan to produce a questionnaire / tally etc on questions such as:</p> <ul style="list-style-type: none"> -Purpose of being in Alton (Options as shopping, cinema, banking, jobs interview, work, socialising, doctors other) -How did you get to Alton (bus, car, walk, cycle, motorbike, other) -How attractive do you think the high street of Alton is out of a Likert scale of 5 (totally unattractive, unattractive in places, fair, attractive, very attractive) -What is the advantage of visiting Alton opposed to other towns?(wide range of shops, lots of parks, restaurants, banks, library, its local to where you live) -What issues are facing Alton Town centre?(shops closing down, traffic, parking, graffiti, rubbish, safety, noise, other, no issues of concern) -How often do you come to Alton town centre?(daily, weekly, every two weeks, every month, less than every month, yearly) 	
Session 5	<p>To create sketches of the landscape surrounding Alton and Holybourne.</p> <p>Children to use viewfinders to sketch the landscape. Focus on the use of line and shape.</p> <p>Children to take photographs of the view that they have chosen for completing a final landscape using silk painting.</p> <p>Children to look at the work of Stephanie Gay. Children to be shown the techniques of using Silk paints and then complete the landscape.</p> <p>During DT children to make their wooden frames to stretch the pieces of silk.</p>	
Section 6	<p>Use fieldwork to 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.</p> <p>Recording data in the field</p>	

Pupils can record their data from their fieldwork in many different ways including:

☐ Annotating a base map with information

☐ Field sketches of different scenes, street-scapes or views that they see

☐ Taking photographs and recording the location and information they are collecting. The following table could be adapted for this.

Collecting the views of people they might meet on their fieldwork such as local shop keepers or office workers (it can be useful to 'prime' a couple of friendly local contacts before visiting them) or people who might be in the local area.

☐ Completing tally charts to record the number of certain types of features e.g. different types of housing, land-use or shops. For example see the tally chart below which could be used to see how buildings on either side of your local high street are used.

Pupils are to be put into groups of 6. They will be planning their walking route to gather the data they need.

Explain that they are gathering two sets of data.

The first is the human data which each group will do centrally in town. After gathering data for between 60 and 90 mins, there may be an opportunity to visit the Curtis museum and have lunch.

Then in the afternoon, pupils will be gathering their second set of data about the physical features of their route i.e types of houses, local points of interest and symbols on the map, streams and rivers, bridges, water, hills etc.

You might also ask your pupils to work in groups so that they collect different types of information about their local area. For example one group might focus on shopping, another on housing, a third on local people and a forth on green-spaces. They could then combine their results together as a class.

☐ You could focus on how the local environment is maintained or improved by looking at how well people look after their local area.

☐ Annotating a copy of a historic photograph of the local area to identify what changes have taken place.

Can we find the following in our local area?	Evidence	Location
Terrace housing	Field sketch or photograph	Street name and grid reference
Semi-detached housing	Field sketch or photograph	Street name and grid reference
A river	Field sketch or photograph	Grid reference
A park	Field sketch or photograph	Grid reference

Session 7	<p>To work on different and appropriate methods of displaying data found such as pie charts.</p> <p>Presenting your results</p> <p>Ensure your pupils' are addressing the key geographical questions that they wanted to answer through their fieldwork. In addition, their classwork should also focus on the human and physical geography of their local areas (not the fact that they might have had a 'nice picnic' in the park), and reinforce both the appropriate geographical vocabulary and also the skills they develop through map work and in the field itself.</p> <p>Pupils are to analyse their data and present it in a way that would be understood. Pupils are to produce piecharts of their human geography results e.g:</p> <div data-bbox="349 549 1052 952"> <p>Purpose of being in Enfield on 9th of May 2014</p> <p>1. Key for How would you describe your purpose in Enfield today?</p> <ul style="list-style-type: none"> Shopping 72% Cinema 2% Banking 4% Job interview 2% Work 10% Soliasting 2% Swimming 2% Doctors 4% Playgroup 2% </div> <p>They can also produce an illustration of the high-street or other local place using their information to identify key buildings and their uses.</p> <p>Pupils are to share their work through creating a route planner. Ask pupils to write routes (using correct geographical terms for direction and using coordinates etc.) for a different range of routes e.g. the journey to school, visiting family and friends, a place of worship or to attend a club or sporting activity.</p> <p>Children to create a land-use map of their local area with a key and symbols and annotated sketches or photos (including aerial photographs) to record the information from their field notes.</p> <p>Include then and now maps, identifying key aspects of change in your local area drawing on historic resources and the current circumstances.</p>	

Session 8	<p>Children to complete research on the following question:</p> <p>Where would you prefer to live – Basingstoke, Alton, Holybourne? Why?</p> <p>What are the advantages and disadvantages of living in Alton and Holybourne?</p>	