

Pentecost 2
Geography Yr3: Land Use

Scripture Link:

National Curriculum Objective

	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	Know that land is used for different purposes.	Know how land is used in Grantham and the surrounding area of Lincolnshire (mapwork – Woodland waters/Syston fruit farm, Barkston Heath)	Know how land is used in Grantham and the surrounding area of Lincolnshire (field trip)
Recall and Retrieval	<p>the earth is made up of 4 layers.</p> <p>some of the properties of each of the layers of the earth.</p>	<p>the difference between urban and rural</p> <p>the uses of land in rural areas include: forestry, farming</p> <p>the uses of land in urban areas include; residential, commercial (industrial, business, retail), transport, recreational, protected land.</p> <p>towns and cities are described as being urban areas.</p> <p>rural land is a term used to describe areas in the countryside and is often used for agriculture and forestry.</p> <p>name the physical and human and features of Grantham</p>	NA
Sequence of substantive knowledge throughout the lesson	<p>I will know</p> <p>The difference between urban and rural</p> <p>The uses of land in rural areas include: forestry, farming</p> <p>The uses of land in urban areas include; residential, commercial (industrial, business, retail), transport, recreational, protected land.</p>	<p>I will know:</p> <p>am able to use some symbols on a map</p> <p>some of the specific land uses around Grantham and the local area: Barkston Heath, Alma park, high street, Belton park, Woodland Waters, Quarry, Syston fruit farm</p>	<p>I will use the skills of:</p> <p>Taking photographs, sketching, videoing, observation, data collection and note taking.</p> <ul style="list-style-type: none">

	<p>Towns and cities are described as being urban areas.</p> <p>Rural land is a term used to describe areas in the countryside and is often used for agriculture and forestry.</p>		
Key Skills/disciplinary knowledge	<p>Ask and respond to geographical questions using evidence to support answers</p> <p>Begin to understand that some knowledge about the world can be revised as we collect new data and information.</p> <p>Analyse and communicate geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocab.</p> <p>Reach geographical conclusions from given evidence.</p>	<p>Ask and respond to geographical questions using evidence to support answers</p> <p>Begin to understand that some knowledge about the world can be revised as we collect new data and information.</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence.</p> <p>Analyse and communicate geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocab.</p> <p>Reach geographical conclusions from given evidence.</p>	<p>Ask and respond to geographical questions using evidence to support answers</p> <p>Begin to understand that some knowledge about the world can be revised as we collect new data and information.</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence.</p> <p>Analyse and communicate geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocab.</p>
Key Vocabulary	Land, function, use, purpose, urban, rural, same, different, forestry, agriculture, farming, residential, houses, commercial, shops, retail, business, recreational, parks, protected.	Map, symbols, quarry, fruit farm, agriculture, recreation, fishing, tourism, leisure	quarry, fruit farm, agriculture, recreation, fishing, tourism, leisure, observe, record, evidence, purpose, use
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding			
Challenge			

Diversity Links			
Catholic Social Teaching Principles	Distributive Justice: Everyone should access of their fair share of resources.	Distributive Justice: Everyone should access of their fair share of resources.	Distributive Justice: Everyone should access of their fair share of resources.
British Values			
Wider links			

Pentecost 2
Geography Yr3: Land Use

	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	Know the impact of some changes to land use (linked to trip)	Know what a national park is and why they are important.	Scenario and debate Balanced argument etc
Recall and Retrieval	<p>am able to use some symbols on a map</p> <p>some of the specific land uses around Grantham and the local area: Barkston Heath, Alma park, high street, Belton park, Woodland Waters, Quarry, Syston fruit farm.</p> <p>difference between urban and rural</p> <p>uses of land in rural areas include: forestry, farming</p> <p>uses of land in urban areas include; residential, commercial (industrial, business, retail), transport, recreational, protected land.</p> <p>Towns and cities are described as being urban areas.</p> <p>rural land is a term used to describe areas in the countryside and is often used for agriculture and forestry.</p>	<p>why some land use changes over time. : function, purpose, demand,</p> <p>Wyndham Park is a physical feature in Grantham.</p> <p>A village is a small countryside community (rural) A town is larger than a village, more than 5000 people live there (urban) A city is larger than a town, more than 50,000 people live there (urban).</p>	<p>some land is protected and why: (<i>conservation, wildlife, area of outstanding natural beauty, inspiring communities and visitors, sustainable development</i>)</p> <p>some names of some National Parks in England.</p>
Sequence of substantive knowledge throughout the lesson	<p>I will know:</p> <p>why some land use changes over time. : function, purpose, demand,</p>	<p>I will know:</p> <p>That some land is protected and why: (<i>conservation, wildlife, area of outstanding natural beauty, inspiring communities and visitors, sustainable development</i>)</p> <p>Some names of some National Parks in England.</p>	<p>I will know:</p> <p>That to change the use of land you need to submit a plan.</p> <p>That some changes to land use can be controversial (solar panels, in farms)</p> <p>That there are advantages and disadvantages.</p>

Key Skills/disciplinary knowledge	<p>Ask and respond to geographical questions using evidence to support answers Begin to understand that some knowledge about the world can be revised as we collect new data and information</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence. Analyse and communicate geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocab. Express their own views about the people, places and environments studied, giving reasons.</p> <p>Reach geographical conclusions from given evidence.</p>	<p>Ask and respond to geographical questions using evidence to support answers Begin to understand that some knowledge about the world can be revised as we collect new data and information</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence. Analyse and communicate geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocab. Express their own views about the people, places and environments studied, giving reasons.</p> <p>Reach geographical conclusions from given evidence.</p>	<p>Ask and respond to geographical questions using evidence to support answers Begin to understand that some knowledge about the world can be revised as we collect new data and information Analyse and communicate geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocab. Express their own views about the people, places and environments studied, giving reasons.</p> <p>Reach geographical conclusions from given evidence.</p>
Key Vocabulary	Change, time, past, present, function, purpose, demand, supply	National, park, conservation, purpose, protect, tourism, natural beauty, visitor, community, sustainable,	Plan, application, opinion, argument, pros, cons, advantages, disadvantages, controversial, permission, discussion
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
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