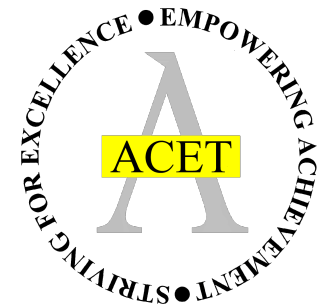


ACET Junior Academies'  
Scheme of Work for geography  
York Place Study



About this unit:

Unit structure

This unit is structured around the following geographical enquiries:

What map skills do I need to know? Part 1

What map skills do I need to know? Part 2

How could I get to York?

How does York compare to my home?

Why do people live next to a river that floods?

A Viking settlement in England?

National Curriculum unit:

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

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom  
Human geography, including: types of settlement and land use, economic activity including trade links

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

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

**Enquiry 1: What map skills do I need to know? Part 1**

Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
	<p>Substantive knowledge: (What the children should know.)</p> <p>What is an Ordnance Survey map?</p> <p>How are places, human and physical features represented on OS maps?</p> <p>What symbols are used on OS maps?</p> <p>How can we find places on OS maps?</p>	<p>Interpret a range of sources of geographical information, including maps and aerial photographs. Communicate geographical information in a variety of ways, including through maps. Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom.</p> <p><b>Locational Knowledge</b></p> <p>locate a range of places and landmarks on Ordnance Survey maps of the UK.</p> <p><b>Place Knowledge:</b></p> <p>learn about the geographical features of specific locations on maps.</p>	<p>Can your children:</p> <p>Identify locations and facilities on an OS map</p> <p>Recognise numerous OS symbols</p> <p>Give coordinates using four and six figure grid references</p>	<p>Horizontal:</p> <p>Vertical:</p>
Suggested activities:		Resources:	Useful links:	

<p>A sample of a KS3 map skills lesson that has been include in the resource folder that may be adapted and used.</p> <p><b>Starter</b></p> <p>Show the class different types of maps (road maps, tube maps, cycle maps, bus maps, etc.) Pose the questions:</p> <p>Which map would you use if you were locating your house or the school?</p> <p>Which map would you use if you were planning a journey on the underground?</p> <p>Which map would be most useful if you were looking for the local post office or information centre?</p> <p>Which maps depict human features and which depict both human and physical features of the environment?</p> <p>Highlight that maps have a range of purposes and highlight certain human and physical features.</p> <p><b>Main teaching</b></p> <p>Show class an Ordnance Survey map of local area. This could either be the original one or from Digimap for Schools software package (see web links).</p> <p>Explain what an Ordnance Survey (OS) map is. Ordnance Survey is Britain’s mapping agency. OS create up to date and accurate maps depicting the landscape. They show:</p> <p>Topography: contour lines to show land height, hills, valleys, rivers, grassland, forest, marsh, lakes, etc.</p> <p>Man-made features as canals, bridges, footpaths, roadways, etc.</p> <p>OS maps are particularly useful for anyone wishing to navigate on foot, such as long-distance walkers.</p> <p>Use Digimap for Schools or other OS resource to show a map of the local area. Give the class a chance to look at the extract for a while. Point out where their school is located and see if children can find their houses. What do they notice about the map? How does it differ from the maps they looked at the beginning of the lesson? If you are using Digimap or Google Maps this could be up on the interactive white board with the school marked on it.</p> <p>Look at a key on an OS map and explain that the symbols are the same on every OS map. Show how the symbols are grouped together and colour-coded.</p>	<p>See folder and teacher support notes</p>	<table><tr><td>Vocabulary:</td></tr><tr><td>Ordnance survey Four-figure Grid Reference Six-figure Grid Reference Camp site/caravan site Museum Viewpoint Parking Information centre Picnic site Building of historic interest Telephone Recreation/Leisure/Sports centre Cycle trail Non-coniferous trees Post Office School Parking Place of worship with tower Place of worship Railway Station Site of Battle Access Information point Public Convenience Site of Battle Access Information point Public Convenience Castle/Fort Bus or Coach station Youth Hostel Contours Quarry</td></tr></table>	Vocabulary:	Ordnance survey Four-figure Grid Reference Six-figure Grid Reference Camp site/caravan site Museum Viewpoint Parking Information centre Picnic site Building of historic interest Telephone Recreation/Leisure/Sports centre Cycle trail Non-coniferous trees Post Office School Parking Place of worship with tower Place of worship Railway Station Site of Battle Access Information point Public Convenience Site of Battle Access Information point Public Convenience Castle/Fort Bus or Coach station Youth Hostel Contours Quarry
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Explain that a grid on OS maps system helps people locate specific places and find their way. Draw pupils' attention to the lines on the map and the numbers at the top, bottom and sides. Show Northings and Eastings either on Digimap or the PowerPoint presentation. Explain how grid references are read and go through a few examples by clicking a range of locations on the Digimap extract. Begin by focussing on four-figure, then move on to six if pupils are ready to do so.

Explain that grid references have a two letter code, as well as four figures to define the grid square, and two more to show the exact location within that grid square. Practise finding places on an OS map using six-figure grid references. Use Digimap for Schools (or similar) to click on places to reveal the six-figure grid reference.

Give pupils a grid square or reference and ask them to say one feature of the landscape they can see in that square (lake, building, house, road etc.) As a class, find the four-figure grid reference for the school and their house. Repeat with more grid references, until the class is confident.

#### Main activity

Play Map Symbols Bingo (in powerpoint). Pupils work in pairs and the teach calls out the list of symbols:

Camp site/caravan site	Recreation/Leisure/Sports centre	Place of worship with tower	Site of Battle
Museum	Cycle trail	Place of worship	Access Information point
Viewpoint	Non-coniferous trees	Railway Station	Public Convenience
Parking	Post Office	Site of Battle	Castle/Fort
Information centre	School	Access Information point	Bus or Coach station
Picnic site	Parking	Public Convenience	Youth Hostel
Building of historic interest			Contours
Telephone			Quarry

#### Plenary

Review the symbols learned. Consider which are obvious and which are less obvious and require use of the map key.

Play map symbols snap on the BBC website, go to

<http://www.bbc.co.uk/schools/barnabybear/games/map.shtml>.

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Enquiry 2: What map skills do I need to know? Part 2?				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
Contour lines from Y3 What is beneath my feet.	Substantive knowledge: (What the children should know.)  What are the definitions of: ‘human feature’ and ‘physical feature’?  How are these represented on an Ordnance Survey map?  How is land height shown on Ordnance Survey maps?  What is a contour line?  How can we develop our understanding of contour lines and the features they show?	Interpret a range of sources of geographical information, including maps and aerial photographs. Communicate geographical information in a variety of ways, including through maps. Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom.	Can your children:  Read contour lines on an OS map	Horizontal:  Vertical:
		Locational Knowledge		
		locate a range of places and landmarks on Ordnance Survey maps of the UK.		
		Place Knowledge:		
		learn about the geographical features of specific locations on maps.		
Suggested activities:		Resources:	Useful links:	
This lesson revisits contour lines and relief on maps previous taught in Y3. A KS3 contours lesson has been included in the resources folder for adaptation.  <b>Starter</b> Give table groups the <i>Map symbols flash cards</i> (see resources) or revisit symbols bingo from previous lesson to look through. Review the definitions of human and physical features of the environment.				
			Vocabulary:	

<ul style="list-style-type: none"> <li>- Human Geography refers to “the study of the different ways in which human societies develop and operate in relation to their physical environment” Human features would include roads, railways, schools, Post Office, places of worship, etc.</li> <li>- Physical Geography is “the study of the natural features of the Earth, such as mountains and rivers”. Physical features would include cliff, valley, river, marsh, scrub, contours, etc.</li> </ul> <p>Ask pupils to sort the cards as to whether they are human or physical features.</p> <p><b>Main Teaching</b></p> <p>Re-visit previous lessons on four-figure grid references. Ask the class to spot some of the features from the flashcards in the starter on an OS map of the local area using <i>Digimap for Schools</i> (see web links) or hard-copy OS maps. Ask them to find examples of both physical and human features on their map extract. The map may well have more examples of human features than physical features, especially if your school is in a town or city.</p> <p>Using slides three and four of the <i>Contour Lines</i> PowerPoint presentation show pupils a picture of a mountain and then ask them if they can find it on the OS map extract. Point out the brown contour lines on the map. Give the class a chance to locate the contour lines. Look at the numbers on the contour lines. Ask the class if they know what they might be for.</p> <p>Explain that contour lines join together places of equal height and show the shape, height or ‘relief’ of the land. On 1:25,000 OS maps they are every five meters. Make sure the pupils are aware that these contour lines only appear on a map and could not be seen in real life. Show them pictures or on a map the other ways height is shown, open the downloadable resource <i>OS Relief and Contour Lines</i>. Spot heights show the actual height at one particular location and are often measured near triangulation pillars, which can actually be seen on the ground.</p> <p>Show the class pictures of contour lines and the physical features they show. Explain that the closer together the contour lines are, the steeper the slope is. Also, the numbers (height) faces the same way as the slope. Go through several examples, pointing out which feature is represented by which contour line.</p>		<p>Contours Relief</p>
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<p><b>Main Activity</b></p> <p>Using the worksheet and <i>Contour Lines</i> PowerPoint slides to model, explain to the class how to make a 3-D model from the contour pattern: each contour line should be traced around onto card. Then the layers stuck together with thick card in between. The examples are not based on real places, but simplified for use in the classroom. As an extension, you may wish to see if some pupils can make a model of an actual mountain or valley.</p> <p>In the class, they could make different models showing hills and valleys. This could link with the unit on volcanoes and mountains. Photographs can then be taken from above and the side as a record and stuck in pupils' books. If you live near suitable features you could include a photo of the 'real thing!'</p> <p><b>Plenary</b></p> <p>Show pupils a series of photos of different physical features and ask them to draw how they would appear on an OS map.</p>		
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Enquiry 3: How could I get to York?				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
	<p>Substantive knowledge: (What the children should know.)</p> <p>Where is York, in relation to home and the rest of the UK?</p> <p>How could I reach York?</p> <p>What may I encounter along the way?</p>	<p>Interpret a range of sources of geographical information, including maps and aerial photographs. Communicate geographical information in a variety of ways, including through maps. Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom.</p>	<p>Can your children:</p> <p>Reliably complete map skills based challenges and activities</p> <p>Describe the relative locations of York and their home town.</p>	<p>Horizontal:</p> <p>Vertical:</p>

		Locational Knowledge		
		locate a range of places and landmarks on Ordnance Survey maps of the UK.		
		Place Knowledge: learn about the geographical features of specific locations on maps.		
Suggested activities:		Resources:	Useful links:	
<p>This lesson is a deliberate revisiting of map skills developed in previous years and in the prior lessons, particularly Ordnance Survey reading and grid references.</p> <p>Teacher should reintroduce OS maps, their symbols and how to read grid references.</p> <p><a href="https://getoutside.ordnancesurvey.co.uk/guides/beginners-guide-to-grid-references/">https://getoutside.ordnancesurvey.co.uk/guides/beginners-guide-to-grid-references/</a></p> <p>How access Ordnance survey resources guide is included in the teacher support notes.</p> <p>Students should study an OS map of their local area, and use the key to identify as many features as they can. They should record the four-figure, or six-figure grid reference for these features. After a set time the teacher should take responses from the class and check against a map on the board/visualizer/in a central setting. This is an opportunity to correct mistakes and provide feedback.</p> <p>They can then use an OS map to plan a journey to York. They should record the roads they will use, and the landmarks and locations they may see along the way. Students may annotate a map with their route and stops, they may role-play as a SATNAV or someone giving directions and instructions to a driver/tourist trying to reach York. They should also pay attention to a record the highest and lowest points on the trip to practice reading contour lines.</p>		<p><a href="https://getoutside.ordnancesurvey.co.uk/guides/beginners-guide-to-grid-references/">https://getoutside.ordnancesurvey.co.uk/guides/beginners-guide-to-grid-references/</a></p>		
			Vocabulary:	
			Ordnance survey Four-figure Grid Reference Six-figure Grid Reference	



Alternatively, students may wish to plan a rail journey to York. If using the official rail network map, ask students to then find and follow the rail lines on an OS map and note the attractions along the way.		
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Enquiry 4 & 5: How does York compare to my home?				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
	<b>Substantive knowledge:</b> <i>(What the children should know.)</i>  What are key locations in York?  What are key elements of York's human geography?  What are key elements of York's physical geography?  How do these compare to my home area?	Interpret a range of sources of geographical information, including maps and aerial photographs. Communicate geographical information in a variety of ways, including through maps. Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom.  <div>Locational Knowledge</div> locate a range of places and landmarks on Ordnance Survey maps of the UK.  <div>Place Knowledge:</div> learn about the geographical features of specific locations on maps.	<b>Can your children:</b>  Identify the key physical and human characteristics of York  Compare those characteristics to their home place knowledge	<b>Horizontal:</b>  <b>Vertical:</b>
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
This lesson requires set up and significant time for students to finish a high quality output so it is allocated the time normally given for two lessons.  Provide students with a list of typical human and physical geographical features.		<b>Tourism materials (examples in folder)</b>  <b>Blank map of York (included in folder)</b>		
			<b>Vocabulary:</b>	

<p>Students take a virtual walking tour of York using googlemaps/earth and record impressions of differences to their home. Choose comparable areas such as highstreets, parks, city squares etc.</p> <p>Students investigate tourist guide and similar resources for York to discover the key human and physical geographical features of York.</p> <p>Two possible activities either or both could be completed:</p> <ol style="list-style-type: none"> <li>1) Students make a tourist brochure/guide for their own home area that matches a subset of elements they have chosen from the York materials. E.g. a guide to churches. Historical elements, such as Viking heritage.</li> <li>2) Students create a tourist map of York and their local area by matching locations and attractions in the brochure to a larger blank map of the area</li> </ol>		
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Enquiry 6: Why do people live next to a river that floods?				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
Roman/Viking history	<b>Substantive knowledge:</b> <i>(What the children should know.)</i>  Why did people settle next to rivers throughout history?  How does this connect to York’s history?  What is the flood risk in York?	Interpret a range of sources of geographical information, including maps and aerial photographs. Communicate geographical information in a variety of ways, including through maps. Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom.	<b>Can your children:</b>  Explain why York and other settlements are often found near to rivers.  Explain the historical significance of river for settlements.	<b>Horizontal:</b>  <b>Vertical:</b>
		Locational Knowledge	Explain what “flood risk” means.	
		locate a range of places and landmarks on Ordnance Survey maps of the UK.		
		Place Knowledge:		

		learn about the geographical features of specific locations on maps.		
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
<p>Introduce students to how flood prone the River Ouze is using videos and newspaper reports.</p> <p>Although the causes of flooding are taught in a subsequent unit on river cycle and rivers if students are interested included in the resources folder is an infographic that helps to explain why the river floods frequently.</p> <p>Ask students to imagine they are founding a new town in the roman period. Ask them to mind map/discuss and debate the advantages of settling near a river. Push students towards these ideas:</p> <ul style="list-style-type: none"> <li>• flat land, to make building easier and safer</li> <li>• local raw materials, eg wood and stone, to build homes</li> <li>• a local water supply for drinking, washing, cooking and transport</li> <li>• dry land, so that people could build on areas that don't flood</li> <li>• a defendable site, eg a hilltop or river bend, to protect from attackers</li> <li>• good farm land with fertile soils, so people could grow crops</li> <li>• shelter, eg to protect from bad weather</li> <li>• <b>transport links, eg a ford or low crossing point of a river</b></li> </ul> <p><b>Explain that these are the exact reasons that Romans settled the fort of Eboracum which is now York.</b></p> <p><b>Evolution of settlements</b>  <a href="https://www.youtube.com/watch?time_continue=200&amp;v=JKT7cSff2ic&amp;feature=emb_title">https://www.youtube.com/watch?time_continue=200&amp;v=JKT7cSff2ic&amp;feature=emb_title</a></p> <p>Use roadmap of Roman Britain (in folder) and ask students to recreate their journey from home to York, using only roman roads. Draw comparisons and prompt students to answer why they think certain settlements were located where they are and if they recognise names</p>		<p>York flooding in storm Dennis 2020</p> <p><a href="https://www.youtube.com/watch?v=ZKdplkzfTUs">https://www.youtube.com/watch?v=ZKdplkzfTUs</a></p> <p><a href="https://www.youtube.com/watch?v=i4-XWQg7i34">https://www.youtube.com/watch?v=i4-XWQg7i34</a></p> <p><a href="https://www.youtube.com/watch?v=XPglfLuioC8">https://www.youtube.com/watch?v=XPglfLuioC8</a></p> <p>Flood risk map York</p> <p><a href="https://www.getthedata.com/flood-map/york">https://www.getthedata.com/flood-map/york</a></p> <p>Tracing paper</p>	<p><b>Vocabulary:</b></p> <p>Flood risk</p>	

<p><b>Use this video to explore Roman York</b></p> <p><a href="https://www.youtube.com/watch?v=S0wx5pijZ0Y">https://www.youtube.com/watch?v=S0wx5pijZ0Y</a></p> <p>Use this interactive map to explore Roam Britain – when zoomed in to local scale the outline of the Roman fort can be seen overlay on contemporary York.</p> <p>Students should be given a base map of York (in folder) and a copy with the outline of the fort. They should trace the outline of the fort onto tracing paper, and overlay this onto their base map to see how the city has grown since. They should use certain roads and other features to align their map as accurately as possible. This task will be repeated with Viking information in a subsequent lesson.</p> <p>Students should be able to explain some reasons why settlements are often in areas of flood risk. Show them <a href="https://www.getthedata.com/flood-map/york">https://www.getthedata.com/flood-map/york</a>. Ask them to identify where the greatest risks of flooding are. Draw comparison to the fact that high risk is concentrated in the same area as the Roman settlement, showing that flooding is a historical and geographical issue.</p>		
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Enquiry 7: A Viking settlement in England?				
Links to previous learning	Knowledge and second order concepts	Geographical skills:	Assessment criteria:	Curriculum Links:
	<p><b>Substantive knowledge:</b> <i>(What the children should know.)</i></p> <p><b>What was the extent of Viking settlement in Yorkshire?</b></p> <p><b>How can we trace our history through place geography?</b></p>	Interpret a range of sources of geographical information, including maps and aerial photographs. Communicate geographical information in a variety of ways, including through maps. Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom.	<p><b>Can your children:</b></p> <p>Explain the historical and geographical legacy of the Vikings through place names</p> <p>Identify that History and Geography are linked</p>	<p><b>Horizontal:</b></p> <p><b>Vertical:</b></p>

			Explain the Viking settlement of York.	
		Locational Knowledge		
		locate a range of places and landmarks on Ordnance Survey maps of the UK.		
		Place Knowledge: learn about the geographical features of specific locations on maps.		
<b>Suggested activities:</b>		<b>Resources:</b>	<b>Useful links:</b>	
<p>Distribute maps of Yorkshire and place name list. Explain the Viking place name list and how you can often understand History through geography and vice versa. Ask students to locate settlements/roads etc that are likely to have Viking heritage. For example, is Harrogate a Viking place name?</p> <p>Note that the place name elements -ing and -ton are common to both Anglo-Saxons and Vikings, so these places may have been settled by the Anglo-Saxons before the Vikings arrived. The heavy scattering of place names containing -thorpe, -thwaite, -toft and -by in the east and north of England (the area covered by the Danelaw) are probably more accurate indicators of Viking settlement. The languages spoken by the Anglo-Saxons and Vikings were related and therefore very similar to one another.</p> <p>There are 27 Viking words on the list of place name elements, too many to focus on all together. Ask the students to decide what kind of settlement each Viking place word refers to. For example, some seem to refer to water.</p> <p>E.g. five categories: • high places (hills) • hedges/fences/boundaries • water places • buildings • cleared land/pasture/valleys.</p> <p>Colourcode the categories and ask students to record the names they find in a table, or on different sheets. At the end of the activity students should be able to tell what the Viking’s geographical priorities were based on the frequency of the name type. E.g. did students find twice as many “water” category names that “hill”.</p>		<p>photocopied road maps showing most of Yorkshire, A3 size</p> <p>lists of Viking place names ( in folder)</p> <p>Magnifying glasses, one per pair of children</p> <p>Coloured pencils or highlighters,.</p> <p><b>Viking settlement map (in folder) scaled to work with previous roman map</b></p>		
			<b>Vocabulary:</b>	

Students should use the Viking settlement map to trace the extent of Viking settlement, and overlay this over previous lesson's work. They should see if they can discern the Viking Heritage of York by examining place names and comparing to their list. Students should finish by discussing why Vikings settled over the top of the Roman settlement.

