

TOWN AND COUNTRY KS1 PLANNING

Class:

Term:

Subject: Geography

Topic: Town and Country

Differentiation and support	Cross curricular links
<p>SEN / EAL: Simplify tasks to focus on collecting less information. Provide with templates and writing frames. Work in mixed ability pairs.</p> <p>GT: require additional, detailed information, presented in correct tone. Support less able peers</p>	<p>English: new vocabulary, presenting and being persuasive,</p> <p>Maths: comparative language, Venn diagrams, Carroll diagrams, surveys and tally charts, interpreting data</p> <p>Science: changes in farming</p> <p>ICT: cutting and pasting, re-sizing images, inserting and editing textboxes</p> <p>History: Industrial Revolution, Agricultural Revolution and urbanisation</p> <p>Art: designing a poster</p> <p>PSHCE: cultural differences between people in different locations</p>

KS1 Geography Curriculum objectives covered:

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

W	LO	Activities	Resources	Success Criteria
1	<p>To be able to give some similarities and differences between rural and urban areas</p> <p>To use the vocabulary of comparison and contrast</p> <p>(40 mins)</p>	<p>Intro:</p> <p>Explain to the children that we are going to be learning more about towns and the countryside, and the similarities and differences between them</p> <p>Explain that countryside places are called 'rural' and towns and cities are called 'urban'</p> <p>Ask the children if they think that we live in an urban or a rural area</p> <p>Ask the children what other places they have been to and whether they think each place is an urban or a rural place</p> <p>Ask children to think, pair, share what differences there might be between rural and urban areas</p> <p>Explain that:</p> <ul style="list-style-type: none"> to 'compare' things means to see what is the same about them to 'contrast' things is to see what is different about them 'similarities' are things that are the same about things 'differences' are things that are not the same <p>Demonstrate how to compare and contrast two things in the classroom e.g. two children, two chairs etc</p> <p>Ask the children to think, pair, share some similarities and differences between some other classroom objects, encouraging them to use the language of compare / contrast and similarities / differences</p> <p>Go through PowerPoint with images of the following from an urban and a rural area:</p> <ul style="list-style-type: none"> aerial photos – explain that an aerial photo is one taken from a plane, helicopter or other flying mode of transport maps – explain what a map is, including how symbols are used to represent features and landmarks high streets – explain that a high street is the main place for shops in an area <p>For each set of slides, ask the children to think, pair, share some similarities and differences between them, encouraging them to use the language of compare / contrast and similarities / differences</p> <p>Main:</p> <p>Children to write a few sentences / draw a few individual images comparing rural and urban areas from the aerial photos, maps and high streets in the PowerPoint</p> <p>Lower ability to work on worksheet and only give differences between rural and urban areas</p> <p>Higher ability to work in their books and compare and contrast rural and urban areas</p> <p>Encourage the children throughout to use the vocabulary of rural / urban and similarity / difference e.g. one similarity between urban and rural areas is ...</p> <p>Plenary:</p> <p>Children to read their sentences / show their drawings to each other, picking out any differences in what they noticed</p> <p>Display slide with adjectives for rural and urban mixed up – children need to drag and drop them into the correct column of a table with headings of 'rural' and 'urban'</p>	<p>PowerPoint</p> <p>Worksheet (for lower ability)</p>	<p>MUST: contrast rural and urban areas</p> <p>SHOULD: compare and contrast rural and urban areas</p> <p>COULD: use the language of urban / rural and similarity / difference in their descriptions</p>

2	<p>To understand that places can be rural or urban to different degrees</p> <p>To know the main types of settlement in the UK</p> <p>(45 mins)</p>	<p>Intro:</p> <p>Ask the children to think, pair, share some of the differences between towns and countryside that we came up with in the previous lesson</p> <p>Explain the idea of a continuum to children by having them line up in height order: At one end you have very tall and at the other end you have very short, and in between the height of each child changes gradually</p> <p>Explain that the places where a number of people live is called a settlement</p> <p>Explain that settlements can be placed on an urban to rural continuum in a similar way to how the children can be put on a continuum of short to tall</p> <p>Show children the rural to urban continuum</p> <p>Ask the children to look at an area of the UK e.g. south-west</p> <p>Explain how cities, towns, villages and hamlets are written in different fonts in atlases and how they look different</p> <p>Give them an example of a city, a town, a village and a hamlet in the area of the UK that class is looking at</p> <p>Ask them to find some examples of cities, towns, villages and hamlets in that area, and then have them share their suggestions and discuss them as a class</p> <p>(Could also try to find aerial images / Google Earth images for each area too to see what it looks like in real-life)</p> <p>Explain independent work</p> <p>Main:</p> <p>Children need to sort images and maps of hamlets, villages, towns and cities from rural to urban and name each image / map as being a hamlet, a village, a town or a city</p> <p>Give children enlarged versions of each image to help them see the differences between them</p> <p>Leave definition of a hamlet, a village, a town and a city on display throughout lesson</p> <p>Extension: Children to look at a map/s of an area/s of the UK and make a list of hamlets, towns, villages and cities that they find in the area/s</p> <p>Plenary:</p> <p>Ask the children to think, pair, share a list of the differences that they can see between the images and maps of rural and urban places e.g. (from rural to urban) taller buildings, higher density of buildings, less green space, more amenities etc</p> <p>Ask the children to draw a rough map of a place <i>quickly</i></p> <p>Once all of the children have drawn their maps, ask them to stand in line from the person who has drawn the most rural place to the person who has drawn the most urban place</p>	<p>Atlases (ideally all the same)</p> <p>Enlarged images (in colour, enough for one set per table and laminated for use next year)</p> <p>Enlarged copy of definitions of each type of settlement</p>	<p>MUST: correctly identify <i>some</i> of the settlement types for the maps and images</p> <p>SHOULD: correctly identify <i>all</i> of the settlement types for the maps and images</p> <p>COULD: find some additional examples of places for each type of settlement</p>
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3	<p>To understand how rural to urban change happens and what it looks like</p> <p>(40 mins)</p>	<p>Intro: Go to https://www.youtube.com/watch?v=SOayRIGBq1E or https://www.youtube.com/watch?v=5wUG4YbVCKU to see the book 'Window' by Jeannie Baker (if the link does not work. Google 'Jeannie Baker Window PowerPoint') ('Window' shows the view from a bedroom window changing over the years, becoming more urban and less rural) Show the children the PowerPoint (and give them copies of the book if available) For each page, ask the children to think, pair, share what they can see that has changed Explain that the view is becoming more urban and less rural as time passes Explain how to complete independent work, including:</p> <ul style="list-style-type: none"> • using the labels from the rural to urban continuum to describe each page • using bullet points to make notes of other changes <p>Main: Children to:</p> <ul style="list-style-type: none"> • identify each page as being very rural, mostly rural, mostly urban or very urban • make notes on what they can see that has changed on pages 4, 8 and 13 <p>Emphasise that the children should be writing about how the view is becoming less rural / more urban, not about the changes in the boy's life e.g. his birthday cards</p> <p>Plenary: Revise the idea of how rural to urban change happens slowly over a number of years Discuss with the children why they think that the boy decided to move back to a rural area when he grew up and had a child of his own</p>	<p>Window on IWB</p> <p>Copies of 'Window' (if available)</p>	<p>MUST: describe some of the changes in the view from the window</p> <p>SHOULD: focus on the rural to urban changes</p> <p>COULD: give a greater number of changes</p>
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To access the complete [Town and Country KS1 planning](http://www.saveteacherssundays.com/geography/year-1/542/town-and-country-ks1-planning/), with every resource needed to teach each lesson, visit:

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