



Unit Title: **Wraysbury Wanders**

Year Group: 5

Academic Year: 2024-2025

Geography Intent: Children will learn about the physical and human geography of Wraysbury through fieldwork study of village. They will use maps to follow a route of the school and village

Prior Geographical Learning/Linked Topics: In year 4 children have learned: Where does our food come from? Children have learned about the distribution of the world’s biomes and mapping food imports from around the world; about trading fairly, focusing on Côte d’Ivoire and cocoa beans; exploring where the food for the children’s school dinners comes from and the argument of ‘local versus global’.		Literacy Links (including texts/media used): Writing reports, interviewing	Maths Links: Data handling (graphs, tallies) Using maps and grids	History Link: Local history comparisons Computing: Digital mapping, presentational tools
Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	
<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich. 	<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South 	<ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	<ul style="list-style-type: none"> use the eight points of a compass, four and six-figure grid references, to build their knowledge of the United Kingdom use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, 	



No Limits
To Learning!

<p>Meridian and time zones (including day and night)</p> <ul style="list-style-type: none">• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	<p>America</p>		<p>and digital technologies.</p>	
--	----------------	--	----------------------------------	--



<p><u>Pre-teach:</u></p> <p>Children to complete the KWL grid (see resources lesson 1) The children will retrieve previous knowledge to show what they already know about our local area- create a knowledge organiser for the working wall, focus on key vocab for this topic.</p> <p>KWL grid- What do I know about Wraysbury? What do I want to find out? Retrieve previous knowledge of the local area</p> <p><u>Stunning start:</u></p> <p>Play: Guess the Place – “Wraysbury” Aerial Photo Game using an aerial photograph</p>	<p><u>Key Vocabulary</u></p> <p>Wraysbury Local Village School Church</p>
<p><u>Lesson 1</u></p> <p>WALT: To identify key features of the local area using maps and aerial photos.</p> <p>Activity- Using a variety of maps ranging from the 1800s – modern day, children will identify how Wraysbury has changed, with a focus on the human and physical features. On a current map, children will identify key local landmarks, such as a post-office, church and park.</p> <p>All children will be able to describe some differences in the maps. Most children will be able to identify three local landmarks on a modern-day map. Some children will be able to explain why these changes have occurred.</p>	<p><u>Key Vocabulary</u></p> <p>Map Scaled plan Key Ordnance survey maps Aerial photography</p>



<p><u>Lesson 2</u></p> <p>WALT: Use fieldwork to observe, record and describe the local area.</p> <p>Activity: children will follow a map to go on a walk in the local area. Using a checklist, they will tick off the key landmarks they see.</p> <p>All children will be able to follow a map to route their walk. Most children will be able to point out three physical and human features on a map. Some children will be able to identify and locate all physical and human features they have seen on their walk on a map</p>	<p>Key Vocabulary</p> <ul style="list-style-type: none">• Physical features• Human features• Fieldwork• Landmarks• Changes over time• Settlement• Economic activity• Environment
<p><u>Lesson 3:</u></p> <p>WALT: To explore how to use 4 and 6 figure grid references</p> <p>Activity: Introduce grid reference to the children. Model how to use and create a 4 and 6 figure grid reference. Children to take create their own messy map of the school with 4 and 6 figure grid reference using an aerial photograph of the school.</p> <p>All children will be able to use 4 figure grid references to describe map symbols on a map. Most children will be able to use and make 4 figure grid references to describe map symbols on a map Some children will be able use and make 4 and 6 figure grid references to describe map symbols on a map</p>	<p>Key Vocabulary</p> <ul style="list-style-type: none">• Grid reference• Key• Symbols• Aerial photo• Coordinates• X and Y axis• Horizontal and vertical



<p><u>Lesson 4</u></p> <p>WALT: Create a simple map using symbols and a key</p> <p>Activity: Children will reflect on their walk in the local area and discuss what key landmarks they saw. In groups children to create a simple map using symbols and a key, mapping the human and physical features in the local area.</p> <p>All children will be able to create a simple map of the local area with symbols and a key. Most children will be able to create a map of the local area with symbols and a key and 4 figure grid reference Some children will be able to create a map of the local area with symbols and a key and 6 figure grid reference</p>	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> • Landmarks • Physical geography • Human geography • Key • Symbols • 4 and 6 figure grid reference
<p><u>Lesson 5:</u></p> <p>WALT: collect and interpret data about people’s views about our local area.</p> <p>Activity: Children will create a questionnaire /survey to collect data about people’s opinions on the local area. The questionnaires will have a focus on subjects including: traffic, recycling, parking and the facilities in the park.</p> <p>All children will be able to create a questionnaire about the local area. Most children will be able to create a questionnaire that collects both qualitative and quantitative data. Some children will be able to record their findings in a bar / tally chart.</p>	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> • Questionnaire • Opinions • Traffic • Recycling • Leisure facilities • Statistics • Qualitative data • Quantitative data



<p><u>Lesson 6</u></p> <p>WALT: Identify what changes could be made to the local area.</p> <p>Activity: Using the information they found out in their questionnaire, children will identify issues in the local area. They will then consider what changes could be made to improve this issue and present their findings to their peers.</p> <p>All children will be able to identify an issue in the local area using their findings from their questionnaire. Most children will be able to think of ways of improving the issue they identified. Some children will be able to present their ideas to their peers using various methods – PowerPoint, posters, speeches etc.</p>		<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> • Environmental changes • Regeneration • Redevelopment • Urbanisation
<p><u>Stunning Start/Marvellous Middle/Fabulous Finish:</u></p> <p>Stunning Start: Guess the Place – “Wraysbury” Aerial Photo Game using an aerial photograph</p> <p>Marvellous middle: Guest speaker in to talk to children about Wraysbury and the changes it has undergone over time</p> <p>Fabulous finish: To present their findings to parents and members of SLT</p>	<p><u>OAA/Trips/Visits/Visitors:</u></p> <p>Invite local historian/councilor in to talk to the children about how settlement and economic activity has changed over time. What measures have been put in place for flooding?</p> <p>Several local fieldwork trips out</p>	