

Year 3 – Local Heroes

Enquiry question: How has Godalming changed in the last 130 years?

National Curriculum Objectives	Core Knowledge & Key Questions	Specific geographical areas studied
<p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features, and use land-use patterns; and understand how some of these aspects have changed over time.</p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food and minerals.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use symbols and keys to build their knowledge of the UK and wider world.</p>	<p>What does a map show us?</p> <ul style="list-style-type: none"> • Draw a simple map of their table top and the school grounds • Use a grid reference to identify a feature on an aerial photograph of the school. <p>How does a google maps app relate to a globe?</p> <ul style="list-style-type: none"> • What is an address. • Investigate how each line of my address is zooming further out. • Investigate how a map relates to the earth on a globe. • Watch clip showing the impact of zooming out ending with the earth in space. <p>What are the physical and man-made features of Godalming?</p> <ul style="list-style-type: none"> • Identify the difference between physical and man-made features. • List examples of the two types of features. • Identify places and features on aerial photographs and maps of the local area, and the school grounds. • Use a grid reference to identify a feature on an aerial photograph. • Design and carry out a survey about what local people appreciate about, living in Godalming <p>Who was Jack Phillips?</p> <ul style="list-style-type: none"> • Visit Godalming Museum and various places in Godalming which show who he was and his legacy. • How he is remembered as a tourist attraction. <p>Who was Gertrude Jekyll?</p> <ul style="list-style-type: none"> • Garden designer • Local suffragette and campaigner. • Paint a simple plan of a garden in cool or warm colours in the style of Gertrude Jekyll's designs. • Her legacy <p>How have the architectural style of the houses in Farncombe and Godalming changed?</p> <ul style="list-style-type: none"> • Identify house built at different times and their significant features and changes. • Identify simple differences between maps from 1890, 1950 and present day of Godalming. • Label the features of 3 different houses from different periods in history. <p>How have transport developments influenced our local area?</p> <ul style="list-style-type: none"> • List the ways things are transported today. • Investigate the impact of the railways. • Label and annotate aerial photographs. Match the features on the aerial photograph with places on a map. • Suggest reasons for the changes. • Identify similarities and differences as a list 	<p><i>Binscombe, Farncombe, Godalming. Route of the Titanic to New York.</i></p>
		Linked Texts
<p>Prior Learning</p> <p><i>Local History study - Builds on historical enquiry skills and changes within living memory developed in Yr 1 "My school and Me" topic.</i></p> <p><i>Local geography - builds on local geographical knowledge, spatial sense and fieldwork skills in Yr 1 topic "My school and Me" and Yr 2 topic "Who do you think you are?".</i></p>		<p>Future Learning</p> <p><i>Yr 4: Geography - Further developing detailed mapwork and orienteering skills, and enquiry into local environmental issue</i></p> <p><i>Yr 6: British and local history - further develop understanding of continuity and change and the impact on our local area during key periods of British history (Industrial Revolution and WW2 topics)</i></p>

Locational knowledge	Place knowledge	Physical geography	Human geography	Physical and human processes	BIG Question: Outcome & Assessment Opportunity
<i>Where is Godalming in relation to Surrey, London, England, United Kingdom, Europe and the world?</i>	<i>How has Godalming changed, or stayed the same in the last 150 years?</i>	<i>River Wey, position of Farncombe Hill, Broadwater Lake.</i>	<i>Growth of the railway and the creation of Farncombe and Godalming Station Expansion of Binscombe as an urban settlement, Change in the use of the river from trade to leisure.</i>	<i>Widening the river to use as a canal for trade. Extension of the railway line and the change in the siting of Godalming Station. The expansion of housing in Godalming and Farncombe.</i>	How has Godalming changed and what has stayed the same in the last 150 years?

Fieldwork Opportunities	Key vocabulary	Key Geographical Skills
<p>Walk to Godalming noting significant places in Jack Phillips life. Visit Godalming museum and the Pepper Pot. Conduct a simple survey with members of the public.</p>	<ul style="list-style-type: none"> • Settlement • Physical feature • Man-made feature • Village • Town • City • Map • Globe • Aerial photograph • Route • County • Country • Continent • Grid reference • Trade • Transport 	<ul style="list-style-type: none"> • I can ask which physical and human features a particular locality has and begin to give reasons why these features are where they are. • I can ask questions about environmental issues affecting a particular locality. • I can find out about places and features of these places through both observation and using other information sources. • I can compare how a locality has changed over time and give reasons for this. • I can use a key on a map to identify certain features of areas, e.g. different types of settlements, routes of rivers from source to sea, mountain ranges. • I can make detailed sketches of a location, labelling them with geographical vocabulary. • I can draw maps and plans of a small locality using 8 compass points, a simple scale and simple grid references. • I can use the terms “physical” and “human” accurately to describe different features of a place. • I can identify different types of settlements and where they are located, thinking why people may have chosen to settle in these places. • I can identify how particular settlements have changed over time and give reasons why this might have happened. • I can use compass points (NSEW) when describing the position of places in relation to each other.
<p>Sustainability and environmental concerns</p> <ul style="list-style-type: none"> • River pollution. • Traffic build up. • River flood defences 		