

ABOUT THE UNIT

This is a 'long' unit in which children study the [Lake District](#) - a locality in the UK that contrasts with their own area.

Through a study of the Lake District focussing on what the landscape is like, why it is like this and how human activity is changing it, the children will be addressing the key geographical questions:

What/where is the Lake District?

What is the Lake District like?

How did the Lake District get like this?

How and why is the Lake District changing?

The unit offers links to literacy, mathematics, speaking and listening, environmental education and the world of work.

PLACES

- UK locality
- Widening range of scales
- Wider context
- Similarities and differences
- Physical and human features
- Effects of features on activities

SKILLS

- Collect and record evidence
- Analyse and communicate
- Use geographical vocabulary
- Make maps and plans
- Use atlases and maps
- Use secondary sources

THEMES

- Settlement: economic activities, land use
- Environment: impact

VOCABULARY

In this unit, children are likely to use:

- location, route, network, distance, direction, grid reference, settlement type, economic activity, buildings, landscape, leisure, seaside resort, beach, coast, sea, physical, human, land use, features, traffic, vehicles, compass

They may also use:

- primary, secondary, tertiary

RESOURCES

- Ordnance Survey maps, street maps, [a 3D map](#), [a satellite photograph](#) and base maps of [the Lake District](#)
- atlases
- photographs and brochures of [the Lake District](#)
- sketching pencils
- coloured pencils
- [charts and graphs describing different aspects of the weather and human activity in the Lake District](#)
- [various web sites providing information about the locality](#)
- video

PRIOR LEARNING

The children have:

- investigated the local area and other localities overseas in infant school and in Years 3 and 4
- started to develop a range of geographical skills
- started to develop key geographical concepts – location, connections, similarity and difference, change, place/environment, patterns and processes

EXPECTATIONS

at the end of this unit

most children will:

describe the physical and human features of the [Lake District](#) and understand how the mix of these features helps to explain its character; draw out similarities and differences between places and begin to understand links between them; offer appropriate observations about locations and the patterns made by physical and human features; recognise human processes and begin to understand how they can change the character of a place; recognise and describe how people can improve or damage the environment; use confidently a full range of skills and different kinds of maps and resources to undertake some independent investigations and some planned by the teacher

investigate a planning issue and use the evidence to make a reasoned decision about the outcome

some children will not have made so much progress and will:

describe the main physical and human features of the [Lake District](#) and begin to offer reasons for the distinctive character of a place; draw out similarities and differences between places ([e.g. the Lake District and Mapperley/Nottingham](#)); begin to explain 'why things are like that', referring to physical and human features of the landscape; identify how people affect the environment; use a range of skills and different kinds of maps and resources to undertake investigations planned by the teacher

debate the merits of a planning proposal, with some help, choosing one as the best answer

some children will have progressed further and will also:

understand the importance of location in understanding places and offer explanations for patterns of physical or human features; recognise and describe how people can improve or damage the environment; describe different approaches taken to environmental management; use confidently a range of skills and different kinds of maps and resources to undertake a range of independent investigations in addition to those planned by the teacher

investigate a wide range of aspects of a planning issue and explain the advantages and disadvantages of different outcomes to different groups in the locality

FUTURE LEARNING

Children may extend their knowledge and understanding of different places and build on their geographical skills by studying other types of localities, *eg mountains in Unit 15* and comparing them with their local area.

The unit also provides a foundation for studying settlement, either later in the key stage or in key stage 3.

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Where is the Lake District and what do we expect the Lake District to be like?			
<ul style="list-style-type: none"> to investigate places to use geographical questions to develop awareness of how places relate to each other to use and interpret atlases and maps 	<ul style="list-style-type: none"> Divide the children into small groups and ask them to locate the Lake District and Nottingham on maps and atlases, noting the position of the Lake District within the wider rail, road, route context. Identify and discuss with the children differences and similarities in the location of the two places. Mark the locations of Nottingham and the Lake District on an outline map of the British Isles. Ask the children to plan the best route to the Lake District (using criteria agreed by the group), noting the distance, direction, co-ordinates, settlements and economic activities passed on the way. 	<ul style="list-style-type: none"> locate the Lake District and the school on a map identify similarities and differences in locations of the Lake District and the school draw a map to show a route from Nottingham to the Lake District 	
What is our own area like? What might the Lake District be like?			
<ul style="list-style-type: none"> to develop the use of fieldwork skills to use geographical vocabulary to identify main physical and human landscape features to identify land use to develop an awareness of economic activities to use secondary sources 	<ul style="list-style-type: none"> Visit Digby Park and, from a good viewing point, ask the children to note the main features of the physical landscape and human activity. Divide the children into small groups and ask them to carry out a land use survey of part of Westdale Lane. Divide the children into small groups and ask them to use secondary sources to brainstorm their expectations of the Lake District using the following headings: buildings, landscape, economic activity and leisure. Discuss with the children different types of buildings and different types of jobs. Use pictures and scenes from a video to note the main features of the physical landscape and human activity in the Lake District. 	<ul style="list-style-type: none"> understand and identify main land uses (industry, housing, farming etc) use secondary sources to predict what the Lake District will be like, noting main human and physical features 	<p>Literacy/Speaking and Listening: through this unit children could revise techniques for generating ideas in discussion, <i>eg brainstorming</i>. They can also learn about approaches to organising ideas, <i>eg identifying headings, grouping according to sets of characteristics or criteria</i>.</p> <p>Mathematics: the traffic survey provides opportunities for work on classifying, representing and interpreting data.</p> <p>Lake District area key questions: What are the key landscape features of the Lake District? Whereabouts in the landscape are the villages and towns? Why are they mainly in the valleys?</p>

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
What is the Lake District actually like?			
<ul style="list-style-type: none"> to use secondary sources including pictures and video the features of local, country and national parks to identify main physical and human features of the Lake District to identify land use to develop an awareness of economic activities 	<ul style="list-style-type: none"> The Lake District as a National Park: comparing features of local parks, country parks and national parks Children watch a video of a visit to the Lake District Visit Digby Park: divide the children into groups and ask them to identify the landscape features that can be seen. Children identify the landscape features of the Lake District from the video and from photographs. Discuss land use in Mapperley and in the Lake District (based on information in the video). Discuss with the children different types of buildings and different types of jobs. Ask the children to list the main types of economic activity in the Lake District. 	<ul style="list-style-type: none"> can list the main features of local, country and national parks and can name at least one example of each can describe the main landscape features of the Lake District (hills, valleys, rivers, lakes) understand and identify main land uses (industry, housing, farming etc) devise and use a key for a map 	<p>To answer the main enquiry question, focus activities on specific questions, eg <i>What are the main human and physical features and land uses? What do people do here? What are the main economic activities here?</i></p> <p>World of work: types of job and economic activity.</p>
Exploring the Lake District?			
<ul style="list-style-type: none"> to investigate places to use geographical questions to develop awareness of how places relate to each other to use and interpret atlases and maps 	<ul style="list-style-type: none"> Ask the children to work in groups and use maps and tourist leaflets to create a “guided tour” within the Lake District which shows tourists some nominated features 	<p>should work together to create tours which:</p> <ul style="list-style-type: none"> visit attractions relevant to the interest nominated (attractions should be in the Lake District) take into account distances that may realistically be visited within the time period allowed identify features of interest on the journeys to/from the attractions 	

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
Why is the Lake District like this?			
<ul style="list-style-type: none"> about the main economic activities of the Lake District: forestry, farming and tourism how people affect the environment through forestry, farming and tourism how the features of the Lake District influence the nature and location of human activities to use and interpret maps and plans to make maps 	<ul style="list-style-type: none"> Introduction – <i>Shaping the Landscape</i>: how the ice age, human activity and sheep have affected the landscape Discuss the main types of economic activity in the Lake District. <p>Forestry:</p> <ul style="list-style-type: none"> what is forestry in the Lake District? workers and their skills the effects of forestry on the landscape issues of afforestation planning decisions regarding forestry <p>Tourism:</p> <ul style="list-style-type: none"> what is tourism in the Lake District? Reviewing questionnaire data: what tourists do in the Lake District and why they choose to visit the area the effects of many tourists on Mere Brow planning decisions to help protect the area <p>Farming</p> <ul style="list-style-type: none"> what is farming in the Lake District? how farming affects the landscape how the economic state of modern hill farming is affecting the landscape planning decisions: the choices facing farmers and the effects of those choices <ul style="list-style-type: none"> Discuss with the children how the features of the Lake District affect the nature and location of human activities in the area. 	<ul style="list-style-type: none"> know the roles of ice age glaciers, humans and sheep in the formation of the Lake District landscape understand problems associated with a popular tourist destination begin to understand how features of the locality influence human activity <p>For the different key economic activities studied:</p> <ul style="list-style-type: none"> describe features of the activity explain why the Lake District is a suitable location for the activity explain how the activity effects the landscape discuss some of the choices people have to make in connection with the activity and the implications of these choices for the area 	

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
What will the Lake District be like in the future?			
<ul style="list-style-type: none"> to appreciate the quality of an environment that the demands on an area/preferred choices are different for different groups of people that in the Lake District (and other National Parks) the Park Authority has a responsibility to protect the environment 	<ul style="list-style-type: none"> Introduce the role of the development officer/park ranger in protecting the environment. Discuss the conflicting demands for locals and tourists in the area. Investigate proposed changes in the Lake District. Role-play/simulation of a planning meeting to consider a proposal by hotel owners to build a water-sports centre. (Children taking roles of hotel owners, farmers, local residents, representatives of Activity Holidays and representatives of Saga Holidays) 	<ul style="list-style-type: none"> develop an awareness of the quality of the environment and the need to protect it can explain how different groups of people would feel differently about a planning proposal should present arguments about a planning proposal consistent with their given role 	
What are the main similarities and differences between our locality and the Lake District? Why are the places like they are?			
<ul style="list-style-type: none"> to understand similarities and differences between places 	<ul style="list-style-type: none"> Ask the children to review and begin to explain the main similarities and differences between their own locality and the Lake District. Divide the children into small groups and allocate a different theme to each group <i>eg land use, economic activity, buildings</i>. Ask each group to present and analyse their main findings and draw comparisons with Mapperley/Nottingham. 	<ul style="list-style-type: none"> review their work and reflect on what they have found out understand similarities and differences between the Lake District and Mapperley/Nottingham 	

Associated Map Work (activities integrated into the above units)

- to use and interpret atlases and maps
- Locating the Lake District on maps.
- Identifying key lakes, peaks, towns of the Lake District on different types of maps including a satellite photographs, a 3d relief map, OS maps, road maps, maps in atlases.
- Identifying features on tourist maps and sketch maps.
- locate the given places on maps.
- choose an appropriate type of map for the task in hand, and explain the reasons for their choice in terms of the information/detail shown on the map c.f. the requirements of their task.
- create plans and maps which have a suitable level of accuracy and which are clear to a reader having an adequate range of symbols, a key, make sensible use of colour, etc.