



OUR LADY AND
ST HUBERT'S
CATHOLIC PRIMARY SCHOOL



Geography

Year 3 – Short Term Planning –

Rural and Urban life local study

Clent and Oldbury

Geography Knowledge Progression

Substantive Knowledge

Location Knowledge

- Name, locate, describe and discuss key landmarks and geographical features of the local area
- Name and locate different types of UK settlements (hamlets, villages, towns, cities, conurbations),

Place Knowledge

- Understand similarities and differences in physical geography between a rural area (Clent/Kinver) and an urban area (Oldbury/Birmingham).
- Understand similarities and differences in human geography between a rural area (Clent/Kinver) and an urban area (Oldbury/Birmingham).

Human Geography

- Describe, understand and distinguish between key types of settlement and land use (hamlet, village, town, city, conurbation, rural, urban, suburban)
- Understand the difference in shops and enterprises in a rural and urban community

Geography Fieldwork and skills

- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including annotated sketch maps, plans and graphs and digital technologies.
- Construct maps and plans with a key.
- Begin to use the eight points of a compass and four figure grid references.

Independently use aerial images to recognise basic physical and human features.

Disciplinary Knowledge

- Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary

Express their own views about the people, places and environments studied, giving reasons. Compare their views with others

Session 1:

Learning Objective/s	To understand the different types of settlement and land use.
Outcomes	Children to understand the different types of settlement and their features.
Key Vocabulary	Hamlet, village, town, city, conurbation, amenities, residents, population, transport, urban, rural
Substantive Knowledge - Specifics	<p><i>Different types of settlements</i></p> <p>Hamlets → Small clusters of houses, often consisting of fewer than 100 residents. They typically lack many amenities and are found in rural or remote areas.</p> <p>Villages → Larger than hamlets, villages have more houses and often include basic amenities like shops, schools, and churches. They serve as centers for surrounding rural communities</p> <p>Towns → More populated than villages, towns have a wider range of services and facilities, including shops, schools, healthcare, and recreational amenities. They can vary in size, from small market towns to larger urban centers</p> <p>Cities → Major urban centers with large populations, extensive infrastructure, and a wide array of amenities and services. Cities are often regional hubs for commerce, culture, and transportation</p> <p>Conurbations → These are large, continuous urban areas formed by the merging of several cities and towns. Conurbations feature dense populations, extensive infrastructure, and often have complex economic and social dynamics. Examples include Greater London and the West Midlands conurbation</p>
Lesson Pathway	
Review	Review:
New Material (Instruction/Explanation)	The countries of the United Kingdom are... England Scotland Wales
Questioning	Northern Ireland
Modelling	Can you name their capital cities?
Guided/Active Practice	Can you locate the UK on these maps?
	New Material:

<p>Check Responses (Children Explain)</p> <p>Feedback</p> <p>Provide scaffolding/Reteach</p> <p>Independent practice Monitor</p>	<p>Introduce the types of settlement.</p> <p>New vocabulary: amenities, residents, population, transport, urban, rural Explain the meaning of these words.</p> <p>How would you expect a village and city to be different? Village: some houses, not many people, shops, schools and churches City: lots of people, different types of buildings, lots of shops, schools, places of worship, lots of transport links</p> <p>Hamlet:</p> <ul style="list-style-type: none"> • Small groups of houses, often less than 100 residents • Not many amenities • Rural areas <p>Village:</p> <ul style="list-style-type: none"> • Some houses • Not many people • Shops, schools, and churches (amenities) <p>Town:</p> <ul style="list-style-type: none"> • More amenities, including shops, schools, healthcare, and leisure centres • Can vary in size <p>City:</p> <ul style="list-style-type: none"> • Lots of people (population) • Different types of buildings • Lots of shops, schools, places of worship (amenities) • Lots of transport links <p>Conurbation:</p> <ul style="list-style-type: none"> • Made up of more than one city and town • Lots of people (population) • Different types of buildings • Examples include Greater London and the West Midlands conurbation <p>Independent Practice: Identify the name of each settlement type to match to the picture. LA: cut out the definition and match to each type of settlement</p> <p>Match the definition to the settlement. https://www.bbc.co.uk/teach/class-clips-video/articles/zin492p</p> <p>Plenary: Class discussion of different features in the table. Would you find it in hamlet, village, town, city, conurbation</p>
<p>Resources/Veblinks</p>	<p>https://www.bbc.co.uk/teach/class-clips-video/articles/zin492p</p>

Session 2:	
Learning Objective/s	To name and locate different types of UK settlements.
Outcomes	Children to use the OS map to locate different settlements.
Key Vocabulary	Hamlet, village, town, city, conurbation
Substantive Knowledge - Specifics	<p>Hamlets: Lutley (Dudley)</p> <p>Villages: Knowle (Solihull)</p> <p>Towns: Dudley</p>

	<p>Cities: <i>Birmingham</i></p> <p>Conurbations: <i>West Midlands</i></p>
Lesson Pathway	
<p>Review</p> <p>New Material (Instruction/Explanation)</p> <p>Questioning</p> <p>Modelling</p> <p>Guided/Active Practice</p> <p>Check Responses (Children Explain)</p> <p>Feedback</p> <p>Provide scaffolding/Reteach</p> <p>Independent practice Monitor</p>	<p>Review: Can you remember the names of any oceans? A _____ P _____ I _____ A _____ S _____</p> <p>New Material: Use of the Birmingham OS map. 3 maps, share between 10 children.</p> <p>Children to find: Lutley Knowle Dudley Birmingham</p> <p>Model how to find the settlements e.g. south of Halesowen</p> <p>Show the digimaps map on the board. Talk about how they are different to each other. What features are there? Link back to the previous lesson. Identify and explain the difference in font size of the place names, and different symbols that the children can see.</p> <p>Independent Practice: Children to stick the maps into their book at the side of their page. Write the name of each type of settlement. Children to write what there is in each map e.g. there are not many houses. Then to write what they can see e.g. many houses, some schools, a train station.</p> <p>LA: Children to be supported with sentence stems to complete.</p>
Resources/Weblinks	<p>OS maps of Birmingham and surrounding area</p> <p>Maps to print</p>

Session 3:	
Learning Objective/s	To locate and describe key landmarks and geographical features of Oldbury.
Outcomes	<p>Children to locate on a map.</p> <p>Children to understand what it is like in these places and why people would visit there.</p>
Key Vocabulary	
Substantive Knowledge - Specifics	<p>Landmarks: Oldbury Town Centre: There are different shops, cafes and businesses, such as a Post Office, bakery and estate agents. There are schools and places of worship. Oldbury Retail Park: There is a range of shops near the town centre, including Next, Homebase and Costa. Geographical Features: Titford Canal: There are places to fish, walking paths and habitats for wildlife. Warley Woods: There is a golf course, walking paths and areas for picnics and play. It gives people a green space away from the town.</p>
Lesson Pathway	
<p>Review</p> <p>New Material (Instruction/Explanation)</p> <p>Questioning</p> <p>Modelling</p> <p>Guided/Active Practice</p>	<p>Review: Tell your partner two differences between:</p> <ul style="list-style-type: none"> • a hamlet and a city • a town and a conurbation <p>New Material: Show the map of Oldbury and the surrounding areas. Discuss the different types of roads and for children to familiarise themselves with different symbols on the map.</p>

<p>Check Responses (Children Explain)</p> <p>Feedback</p> <p>Provide scaffolding/Reteach</p> <p>Independent practice Monitor</p>	<p>First identify Oldbury town centre. Show the children where Sainsburys is, as they are likely to be familiar with this. Then locate Oldbury Green retail park. Have children been here? Show both of these places on street view.</p> <p><u>4 Birmingham St - Google Maps</u></p> <p><u>A457 - Google Maps</u></p> <p>Children to use a blue colouring pencil to colour over part of Titford Canal. Show the images of here. Circle Warley Woods and show images.</p> <p>Questioning: Why do people visit these places? Why are they important?</p> <p>Independent Practice: Children to write the subheadings of each place and write what is at each location. Use the modelled sentences on the board.</p> <p>LA: Children given images of different features and to circle which they would be able to see at the key landmarks and the geographical features.</p>
Resources/Weblinks	<p>Streetview maps</p> <p>Map of locations</p>

Session 4:	
Learning Objective/s	To compare the physical geography of a rural and an urban area.
Outcomes	Children to identify the physical geography of Clent and Oldbury. Children to think about how the physical geography of a place changes why people go there.
Key Vocabulary	
Substantive Knowledge - Specifics	<p>Landforms Clent: Characterised by rolling hills, woodlands, and open countryside. Notable features include the Clent Hills, which provide panoramic views of the surrounding landscape. Oldbury: Predominantly flat or gently undulating terrain. The urban landscape is marked by dense buildings, roads, and infrastructure.</p> <p>Human Impact and Land Use Clent: Land use is dominated by agriculture, forestry, and recreational activities. The area has less human impact compared to urban regions, with many areas protected for conservation and public enjoyment. Oldbury: High human impact due to dense population and extensive development. Land use is focused on residential, commercial, and industrial purposes. Urban areas have higher pollution levels and greater demand for infrastructure and services.</p> <p>Recreation and Tourism Clent: Popular for outdoor activities such as hiking, bird watching, and picnicking. The scenic landscapes attract tourists and nature enthusiasts. Oldbury: Offers urban recreational activities including shopping, dining, cultural events, and visiting historical sites. Parks and green spaces provide recreational opportunities amidst the urban setting. Aerial Images: Look at aerial maps of Clent and Oldbury</p>
Lesson Pathway	

Review	<p>New Material: What do rural and urban mean? The word rural refers to anything that relates to the countryside. The word urban refers to a town or a city.</p> <p>Questioning: Would you describe our school as rural or urban? Children to discuss the area around our school to justify their answer.</p>										
New Material (Instruction/Explanation)	<p>New Material: Children to have a printed copy of maps of Oldbury and Clent to find any physical features.</p>										
Questioning											
Modelling	<table border="1"> <thead> <tr> <th>Physical features of Clent</th> <th>Physical features of Oldbury</th> </tr> </thead> <tbody> <tr> <td>hilly landscape</td> <td>flat landscape</td> </tr> <tr> <td>small lakes and ponds</td> <td>very little fields and greenspace</td> </tr> <tr> <td>several woods</td> <td></td> </tr> <tr> <td>rivers and streams</td> <td></td> </tr> </tbody> </table>	Physical features of Clent	Physical features of Oldbury	hilly landscape	flat landscape	small lakes and ponds	very little fields and greenspace	several woods		rivers and streams	
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Guided/Active Practice											
Check Responses (Children Explain)											
Feedback	<p>Independent Practice: Children to create a table of comparison between the two locations. Provide modelled answers above. Remind children this should only be physical features not human.</p>										
Provide scaffolding/Reteach	<p>How is the land used? Discuss the ways that the land in both places is used e.g. forests, farming, shops, recreational. Children to list this in their table.</p>										
Independent practice Monitor	<p>RPR: How does the physical landscape of Clent affect why people visit? <i>The physical landscape of Clent means that people visit because...</i></p> <p>LA: Sort the features between Clent and Oldbury. Use the images.</p>										
Resources/Weblinks	Maps of Clent and Oldbury										

Session 5:	
Learning Objective/s	To understand the difference in shops and businesses in rural and urban areas.
Outcomes	Children to identify the different shops and businesses in Clent and Oldbury.
Key Vocabulary	
Substantive Knowledge - Specifics	<p>Clent Types of Shops Local Grocery Stores: Small, family-owned stores that provide essential groceries and household items. These stores are usually limited in variety but offer necessary supplies. Farm Shops and Markets: Sell locally produced goods such as fresh produce, dairy products, meats, and artisanal items. These shops often emphasize locally sourced and organic products. Specialty Shops: May include bakeries, butcher shops, and craft stores. These are usually independent businesses offering unique or locally-made products. Convenience Stores: Small shops providing a range of everyday items, often located in central village areas or at local petrol stations.</p> <p>Oldbury Types of Shops Supermarkets: Large chain stores offering a wide range of products, from groceries to electronics. These stores provide extensive variety and competitive pricing. Department Stores and Shopping Centres: Multi-floor stores and shopping centres housing numerous brands under one roof. They offer a diverse shopping experience with fashion, electronics, home goods, and more. Specialty Retailers: Stores dedicated to specific categories, such as electronics, clothing, sports equipment, and books. These are often part of larger national or international chains. Convenience Stores and Corner Shops: Smaller shops located throughout the city, providing quick access to everyday items.</p> <p>Clent Enterprises</p>

Agricultural Enterprises: Farms, vineyards, and other agriculture-based businesses are common. These enterprises may sell products directly to consumers or supply larger markets

Hospitality Businesses: Pubs, bed and breakfasts, and small hotels catering to tourists and locals. These businesses often highlight local cuisine and culture

Craft and Artisan Businesses: Small-scale manufacturers of handmade goods, including pottery, textiles, and woodworking. These enterprises often sell their products locally or at regional markets

Service Providers: Includes local tradespeople like builders, electricians, and plumbers who serve the community

Oldbury Enterprises

Corporate Offices and Headquarters: Many urban areas host the headquarters of large companies and multinational corporations. These businesses drive significant economic activity and employment.

Financial and Professional Services: Includes banks, law firms, accounting firms, and consultancy agencies. These services are crucial to the urban economy and serve both individuals and businesses.

Entertainment and Hospitality: Large cities offer a wide range of entertainment options, including theatres, cinemas, concert venues, restaurants, bars, and hotels. These businesses cater to both residents and tourists.

Lesson Pathway

	Fieldwork lesson – on trip to Clent and Oldbury.																														
	Children to complete the table ticking which they see in each location.																														
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Resources/Weblinks

Session 6:	
Learning Objective/s	To construct maps of rural and urban areas.
Outcomes	Children will use their knowledge from fieldwork to construct maps.
Key Vocabulary	

Substantive Knowledge - Specifics	Small part of Clent/Kinver (could be up to 3 roads) Small part of Oldbury/Birmingham (could be up to 3 roads) Key to be used to indicate key human and physical features
Lesson Pathway	
Review New Material (Instruction/Explanation) Questioning Modelling Guided/Active Practice Check Responses (Children Explain) Feedback Provide scaffolding/Reteach Independent practice Monitor	Review the areas visited on the trip using digimaps. Can children identify key features of each location? Start with the map of Clent. Modelling: Model on the board how to draw the map. Start with the roads. Add in the key features of the location. Café and pub and car park. Then add in houses. Add in trees and grass. For Oldbury, children to only draw the purple roads as are on the board. Include the war memorial, the large supermarket, the bus stops and the church. Model how to add symbols to the key. Model how to draw the compass points. Guided/Active Practice: Children to use the modelled examples to draw their own map. Children can then include any extras to their map. RPR: What are the two main differences between these two settlements? What are the two main similarities between these two settlements?
Resources/Weblinks	Digimaps of Oldbury and Clent