

# Springdale First School




















Imagine, Believe, Achieve

Year 2 Geography

How are rural and urban environments different?

 Children's prior learning in this area	 Cultural Capital Opportunities	 Key vocabulary and glossary
<p><b><u>Year 1 Prior Knowledge</u></b></p> <ul style="list-style-type: none"><li>• London – capital city of England</li></ul> <p><b><u>Year 2 Prior Knowledge</u></b></p> <ul style="list-style-type: none"><li>• Capital cities of the UK</li></ul>	<p>Local walk to Broadstone Highstreet to observe urban and rural features.</p>  <p><b><u>Cross curricular links:</u></b></p> <p>PSHE – Stranger Danger, Road Safety</p> 	<p>Urban</p> <p>Rural</p> <p>Mapping (transport maps, population maps)</p> <p>Population (densely populated, less populated)</p> <p>Transport</p> <p>Tourist attractions</p> <p>City</p> <p>Town</p> <p>-</p>

Enquiry Question: What makes an environment rural or urban?	Enquiry Question: Where do I find rural and urban environments?	Enquiry Question: What is it like to live in a rural or urban environment?
<b>Concept: Human and Physical, Settlement</b> 	<b>Concept: Mapping</b> 	<b>Concept: Settlement, Human and Physical</b> 
<p> Children will know that urban is a more built up area (such as a town or city) and rural means the countryside. They will compare the human and physical features of urban and rural areas and know that urban environments have more human features and rural environments have more physical features.</p> <p><b>Task</b></p> <p><b>Practice:</b> Sort pictures into rural/urban environments, evaluating and explaining how they have sorted them that way.</p> <p><b>Apply:</b> Using the pictures as a stimulus, children to identify that there are more human features in urban areas and more physical features in rural areas. They will know that you can find both human and physical features in both.</p> <p><b>Deepen:</b> Children will be presented with the misconception “There are no fields or open spaces in an urban area” or “A rural area is a place where no one lives and there are no roads”. Reason and explain why this is a marvellous mistake.</p>	<p> Children will know that urban environments are more densely populated because there are more job opportunities and tourist attractions. They will know that rural environments have more farmland and are often larger spaces. They will look at different types of maps and know how symbols are used</p> <p><b>Task</b></p> <p><b>Practice:</b> Children will look at the colour coding of a Population Map and complete a table locating urban and rural environments.</p> <p><b>Apply:</b> Compare the population map of the UK to a road map. Recognise why there are more main roads leading to the capital cities. How might the lack of roads impact population in rural areas (Cornwall, Scottish Highlands etc). <b>NOTE: At this point, to avoid misconceptions, make it clear to the children that although there aren't as many main roads, there are still smaller roads and other routes to get to rural areas.</b></p> <p><b>Deepen:</b> Whole class discussion looking at the Capital Cities and where they are located and why. Encourage the sentence stem “This capital city is ... It is located near the water. I think this is because...”</p>	<p> Children will compare what it is like to live in urban/rural areas. They will know that urban life is typically busier, densely populated, busier roads/more traffic, various job opportunities, different restaurants and tourist attractions. They will know that rural areas are typically quieter, with more space, less densely populated</p> <p><b>Task</b></p> <p><b>Practice:</b> Children to role play what it might be like in each environment. Create mind maps as a whole class discussing the human/physical features that would be seen/heard in urban and rural environments.</p> <p><b>Apply:</b> Children to create a similarities/differences grid between urban and rural environments.</p> <p><b>Deepen:</b> Show children examples of a rural area during a busy period and an urban area during a quiet period. (e.g. Broadstone Christmas parade/ Wimborne folk festival vs Central London late at night) Discuss <i>why</i> each location is rural or urban and correct misconceptions.</p>

Enquiry Question: How have rural/urban environments changed over time?	Enquiry Question: Are urban/rural areas the same across the world?	Enquiry Question: What are the pros and cons?
<p><b>Concept: Settlement, Fieldwork</b></p>    <p><b>Theme: Continuity and change</b></p>	<p><b>Concept: Location and Place</b> <b>Theme: Similarity and Difference</b></p>  	<p><b>Concept: Location and Place, Settlement</b> <b>Theme: Interpreting evidence</b></p>   
<p> Children will look at and compare road maps of the UK from now, 10 years ago, 20 years ago and 50 years ago (Using Digimaps overlays as a resource). They will know that urban areas now have more roads, buildings, people and rural areas have more links to other parts of the country. <b>Children to go on a local walk to Broadstone high street</b></p> <ol style="list-style-type: none"> <li><b>Traffic survey:</b> Children to observe and the different vehicles they can see coming down the high street and present this as a tally chart. Children to know that there are more cars than other types of vehicles because it is a urban environment. Children will know that this would look different on a main road.</li> <li><b>Mapping:</b> Blank map of the highstreet for children to add on the shops they notice. (bank, bakery, estate agents, church, coffee shop etc) Evaluate and explore the purpose of these shops</li> <li><b>Urban features scavenger hunt:</b> pictures taken of urban features on the high street. Children to find them along the street and explain why they think they are there e.g. pedestrian crossing.</li> </ol>	<p> Children will look at urban and rural areas in a contrasting non-European country (TBC) and discuss the similarities and differences between their local areas (Broadstone – urban/rural, Poole – urban, Litchett – rural)</p> <p><b>Task</b></p> <p><b>Practice:</b> Chldren to sort pictures of local area and a contrasting country. Children to use geographical language (rural, urban, human, physical) and explain how they have sorted their pictures and why they have sorted them that way. Use a sentence stem to explain answers “<i>I know this is/is not my local area because...</i>”</p> <p><b>Apply:</b> Children to complete a similarities and difference grid between the contrasting urban and rural settlements.</p> <p><b>Deepen:</b> Whole class discussion examining <b>why</b> there are urban and rural areas across the world. Children will be able to draw their own conclusions about how land use needs to be varied across every country to provide (jobs/food etc) for the people that live there.</p>	<p> Children will evaluate the pros and cons of living in a rural and urban environment. They will know that there are positives and negatives about living in each type of settlement and will form their own opinions about where they would choose and why.</p> <p><b>Urban</b> <b>Pros:</b> more job opportunities, better transport links, more houses. <b>Cons:</b> pollution, over crowded, less space, typically more expensive, smaller houses/gardens, noisy</p> <p><b>Rural</b> <b>Pros:</b> lots of land, cleaner air, natural wildlife, more land/gardens. <b>Cons:</b> lack of transport links (e.g. busses, trains, airports), less job opportunities</p> <p><b>Task:</b> Chldren to pesent/persuade the class/other year group/parents what is their preferred environment: urban or rural? They will use geographical language (settlement, urban, rural, human features, physical features, opportunities tourism) to try and convince people to live in their chosen environment.</p>