

Year 1

GEOGRAPHY CONTEXT: Towns and villages



KEY VOCABULARY:

Town	A built-up area with a name that is larger than a village and smaller than a city.
City	A larger, more built-up town.
Village	A group of houses and buildings that are smaller than a town, situated in a rural area.
Factory	A building where goods are manufactured or assembled.
Farm	An area of land (including its buildings) used for growing crops and rearing animals.
House	A building for people to live in.
Office	A building for people to work in.
Shop	A building where goods are sold.



As Geographers we will...

Pupils should be taught to recognise the key buildings and places within towns, cities and villages.

Pupils should be taught to use aerial photographs and maps to locate these key places.

Pupils should use a map to plan a route on a local walk that will allow them to see key buildings/ places within the village, then following this route (with support) while out in the local area.

Key Questions:

- 1) What are villages like?
- 2) What are towns like?
- 3) What are cities like?
- 4) What is the difference between a village, town and city?

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What I need to know:

Pupils need to know the key features of a village, town and city and what the difference is between these types of settlement— particularly regarding their size.

Pupils should be able to name some local towns and villages and discuss the amenities within them, as well some local services e.g. libraries and refuse collection.

Fieldwork:

Pupils will use aerial photographs and maps to find key features of towns, villages and cities. They will also explore finding cities using an atlas.

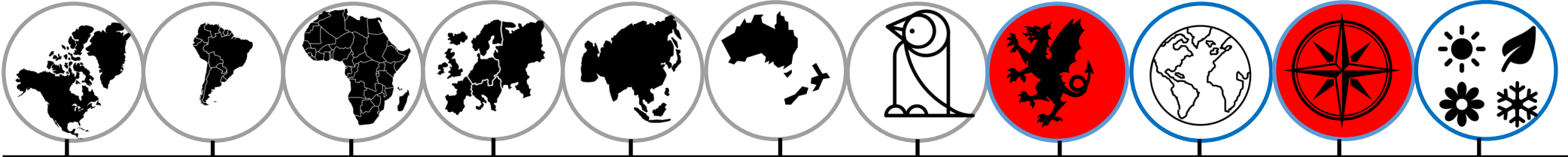
Pupils will explore the local village and look for key local buildings/ places.

Assessment:

Pupils should be able to confidently articulate what a village, town and city are and what is different about them. They should be able to list the kind of key buildings/ places/ services they would be likely to find in each type of settlement.

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Theme 1: What are villages like?

Starter

KWL pre assessment

Class discussion-

What is the difference between a village, town and city? (ensure children know a village is the smallest type of settlement)

What are the main features of each? Can they name any villages, towns or cities they have visited? How many people do they think might live there?

Main

Village names: talk about villages in the local area and make a list of village names (this could be villages the children live in). Sort them by different criteria, e.g. alphabetical, smallest-largest, nearest-furthest away. Look on Digimaps together and find other local villages to add to the list.

Village portrait: discuss the key buildings/ places in villages e.g. shop, farm, village hall, school, playground, detached house, terraced house, inn, garage, church. Give children a piece of paper folded into eight sections and ask them to draw eight different key buildings/ places that may be found in a village.

The view from above: look at local villages from the air using Digimaps, zooming in and out to see increasing levels of detail. Discuss what can be seen in each image, can pupils spot the roads, church, surrounding fields and woodlands? Any other significant features? Either label these on Digimaps and print or print a copy of the map prior to the lesson to label with the children's ideas.

Village plans: when looking at the aerial maps, encourage the children to notice that villages have different plans or shapes. Some will have buildings clustered together almost in a circle, some will have buildings stretched out along a street. Discuss the different plans you discover and make notes of children's ideas.

Village visit: go plan a route with the children using Digimaps to walk around Catcott. Plan to walk past some key buildings/ places e.g. farm, church, school. If possible, children could speak to someone who works locally e.g. farmer/ shop keeper/ vicar and ask them questions about the village.

Plenary/assessment

Ask pupils to make a large collage picture—working in groups to make drawings of a local village and labelling the key buildings.

EXT: around the edge of their picture, add some drawings/ labels detailing people who live there and the jobs they do.

Assessment— can children answer the key question for the theme?

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Theme 2: What are towns like?

Starter

Recap

True or false—a village is smaller than a city.

Ask the pupils to name some towns that they know either locally or further afield. Confirm that the places they name have a range of shops and lots of houses.

Main

What is a town? Discuss and ensure children understand a town is bigger than a village and contains shops, lots of houses and other local services such as museums and libraries.

Town services: show the children photos of water gratings on pavements, overhead wires and cables and bins awaiting collection and discuss. What would happen if any of these services broke down? Are some services more important than others? Make notes on children's ideas.

Town council: who keeps a town running? Talk about some of the services provided by the local council. Children will be aware of refuse and rubbish collection. Prompt them to think about repairs to roads and pavements, the maintenance of parks and gardens and public services such as libraries.

Town shield: ask pupils to imagine they have been asked to design a badge or shield for a competition. Divide a shield template into four and ask them to make drawings of four features they think are significant about their local town (could be Street or Bridgwater— whichever children are more familiar with).

Plenary

Consolidate pupils understanding of towns and their facilities. Use the headings below as prompts to see if the children can name any local examples:

- commerce— shops, cafes/ restaurants, banks
- Services— schools, doctors' surgeries, fire stations
- Employment— offices, factories
- Transport— bus stations, garages, car parks
- Leisure— parks, sports centres, theatres

Assessment— can children answer the key question for this theme?

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Theme 3: What are cities like?

Starter

Recap

List 5 things you might find in a town.

Main

What is a city? Explain to pupils that a city is much larger than a town. It is also likely to have specialist facilities such as hospitals, centres of government and universities. Look at some photographs of cities on the internet and discuss what they show. How many skyscrapers can they see? Are there any particularly interesting looking buildings? Do the pictures make them feel excited or frightened?

Landmarks: many cities are famous for their landmarks, e.g. the Eiffel Tower (Paris) and the Statue of Liberty (New York). Have a look at a range of landmarks from different cities together and discuss.

Tallest buildings: the world's tallest buildings are all found in cities. At 830 metres, the Burj Khalifa in Dubai currently takes the record. It is about the same height as the mountains of Wales and Northern England. Investigate other examples and look at the shapes of the building outlines—discuss how tall they really are by showing a comparison to the height of something the children know and ask if children have ever seen one of these buildings in person.

Comparisons:

World cities: give pupils an atlas in groups and ask them to find a city in a particular part of the world. The groups can then share with the class what they have found.

Cities of the future: discuss with the class how they think cities might change in the future in response to new technology and inventions. Ask them to focus on one specific change that captures their imagination, and ask them to make drawings to show their ideas.

Plenary/ assessment

As a class, discuss the advantages and disadvantages of living in a city as opposed to a village. Make notes on children's views of city life.

Discuss key question 4 as a class and ensure children are confidently able to articulate the difference between a village, a town and a city.

Complete KWL end of topic assessment.