

## Y3 – Land use

# Lesson 3

<b>Lesson</b>	3 of 5	<b>National Curriculum links</b>	<b>Key lesson question</b>	What types of land-use patterns can I find in my local area?
<b>Learning objective</b>		<b>NC KS2:</b> <b>Pupils will:</b> <ul style="list-style-type: none"> <li>be taught to describe and understand key aspects of human geography, including types of settlement and land use</li> </ul>	<b>Resources</b>	
I can identify different types of land-use patterns in my local area.			<ul style="list-style-type: none"> <li>lesson presentation (PPT)</li> <li>practical activity ideas and resources</li> <li>activity worksheets</li> <li>map and aerial view of local area</li> <li>tracing paper</li> </ul>	

- **Geographical knowledge and concepts** – Read the key question and the geographical knowledge and concepts we will use to answer it.
- **What facilities are in my local area, and how do people travel there?** – The slide shows the lesson questions the children will answer in this unit. The current lesson's question is highlighted.
- **Key vocabulary for this lesson** – Go through the key vocabulary and their definitions. Ask: Have any of the children heard these words before? Did they already know their meanings?
- **Human and physical geography** – Introduce Maya. Choose a child to be Maya and ask them to read what she says about human and physical geography.
- **Types of land use** – Explain the difference between urban, suburban and rural spaces. Children are to discuss the question on the slide with their learning partners, in groups or as a class. Take feedback from the class and discuss your area and whether it has more urban, suburban or rural features.
- **Let's discuss** – Ask children how they think most of the land is used in the UK. Children are to discuss the question with their learning partners, in groups or as a class, using the sentence starter to support their discussion. They are to choose an answer from the options. Encourage children to use the sentence starter to support their discussion. Take feedback from the class before the answer is revealed on the following slide. Read what Warwick says and ask children to discuss the question with their learning partners.
- **Neolithic farming** – Read through the information on the slide. Explain that farmland is important for human survival (e.g. animals, animal products, crops) and how land use changed from natural spaces to farmland after the Neolithic period (covered within the Year 3 history curriculum).
- **Using maps to identify land use** – Read the information on these six slides. Explain that maps and aerial images can help us to identify different types of land use. Read through the 'New word alert!' box and its definition. Explain how each type of land use is shown on maps. Children will need this information to support their independent work later in the lesson.
- **Using aerial images to identify land use** – Over these ten slides the children are to look at the aerial images and discuss the question with their learning partners, in groups or as a class. Encourage them to use the sentence starter to support their discussion. Take feedback from the class before the answers are revealed on each following slide.
- **Activity** – Children are to use a map and an aerial image (Digimaps or Google maps might be helpful) to identify the types of land use in their local area. They can use tracing paper on top of the map/aerial image to colour code each land use type, using the map key, then answer the questions on their activity worksheets.
- **Challenge** – Children are to discuss and answer the question with their learning partner, using the sentence starters to help them. Take feedback from the class before revealing the answers on the following slide.

Children are to use a local area map and an aerial view to identify different types of land use in their local area. They can use tracing paper over the map to colour each land use, using the key. Then children will answer the questions. Adapted worksheets are available in the lesson resources.

Challenge
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Children are to discuss - Which types of land use have the greatest negative impact on our environment?

### Cumulative quiz questions

7. What is most of the land in the UK used for?
8. True or false? Building on natural land can support wildlife.
9. What type of land use is shown in the aerial image below?

## Self-assessment

- I can give examples of different types of land use.
- I can compare different types of land-use and explain how they are different.
- I can suggest why land use might change.
- I can explain the effect land use changes may have.

## Key vocabulary

- natural spaces** - areas mostly untouched by humans, such as forests, mountains and deserts

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- environment** - the world around us
- land use** - how land is used by people, including housing
- map** - a diagram showing where places are located and their features
- population** - the number of people living in an area
- settlement** - the type of place where people live

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