

Year 5 Geography

Changes in our local environment

How is the UK changing?

What I should already know: Our local area (Y1), Our world (Y3)

Lesson 1: What are the key features of the UK?

Activity: Name and locate the countries of the United Kingdom, their capitals and some key geographical features.

- The *United Kingdom* is made up of Great Britain and Northern Ireland and is part of Europe.
- The *British Isles* include all of Ireland and the many islands around the mainland.

Capital cities:

England = London

Scotland = Edinburgh

Wales = Cardiff

Northern Ireland = Belfast

Ireland = Dublin

Highest mountains:

1) Ben Nevis, Scotland: 1344 m

2) Snowdon, Wales: 1085m

3) Carrauntoohil, Ireland: 1038m

4) Scafell Pike, England: 978m

Longest rivers:

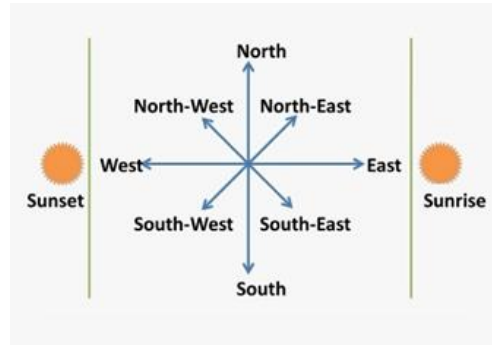
1) Shannon, Ireland, 224 miles

2) Severn, England: 220 miles

3) Tay, Scotland: 117 miles

4) Towy, Wales: 75 miles

Compass points



British Isles



county / borough

a geographical area made up of different towns

locational language

words that allow us to talk about where something is

compass points

north, east, south, west

physical features

naturally features such as rivers, mountains, lakes

human features

created by humans, e.g. roads, houses, canals

Great Britain

England, Scotland and Wales

UK

Great Britain and Northern Ireland

British Isles

Great Britain, Ireland, Isle of Man, Inner and Outer Hebrides and over six thousand smaller islands

Lesson 2: How did the Olympics change East London?

Activity: Prepare a presentation on how the regeneration of Stratford will be sustainable

- Before the 2012 Olympics, the area where the Olympic Park was built was very run down.
- Since the Olympics, the area of Stratford in East London has undergone huge regeneration, with many high-rise luxury apartments built.
- After the 2012 Olympic games, the Olympic Stadium became home to West Ham football club.
- The Aquatics Centre's swimming pool is now open to the public.
- The Olympic Village is now a residential area with around 2,800 homes and also schools, shops and restaurants.

The area before Olympic development



East Village Olympic development



sustainability

doing something that will last into the future

legacy

something that is left behind for future generations

region

geographical area

regeneration

restoring something after it has been damaged

Olympic Park



Lesson 3: How did the Second World War change the West Midlands?

Activity: Write a diary entry about the effect of the war on Coventry

- Before the Second World War, the West Midlands had a huge metal-working industry.
- The city of Coventry made cars, bicycles, aeroplane engines and army equipment to support the war effort.
- Coventry became a target for air raids and much of the city was destroyed.
- 30,000 bombs were dropped, 568 people were killed, 71 factories were damaged and 41,500 homes were destroyed.
- Since then, Coventry has been rebuilt and has continued to change and develop.

Coventry today



Coventry in 1930



development

area of land where new buildings are being built

human features

created by humans, e.g. roads, houses, canals

physical features

natural features such as rivers, mountains, lakes

The Coventry Blitz



Lesson 4: How is our local area changing?

Activity: Map, explain and analyse the changes to our school area.

- LEPS has been changing ever since it first became a school in 1905.
- Before becoming a school, the area was used as a training ground for Brentford FC.
- It was first created as three separate schools: an infants' school, a boys' school and a girls' school.
- More buildings have been added to make room for extra students, including the year 5/6 building which was added in 2012.

Aerial view of our school



local area	<i>area around where we live</i>
land use	<i>how a piece of land is used</i>
fieldwork	<i>investigation carried out in the actual area</i>
human features	<i>man-made, like roads, houses, canals</i>
physical features	<i>naturally created, such as rivers, mountains, lakes etc.</i>

Lesson 5: How might our local area change in the future?

Activity: Make a report of how our area has changed and might change in the future

- Ealing council have plans for developing the centre of Ealing Broadway in a sustainable way
- They aim to "attract more people to live, shop, work, learn, eat, drink, relax and invest in the town centre
- In the future, development might include:
 - Residential buildings as not enough homes
 - Retail and leisure facilities
 - Developments related to sustainability (more electric vehicle charging points, pedestrianised areas etc.)



Plans for new homes near Ealing Town Hall



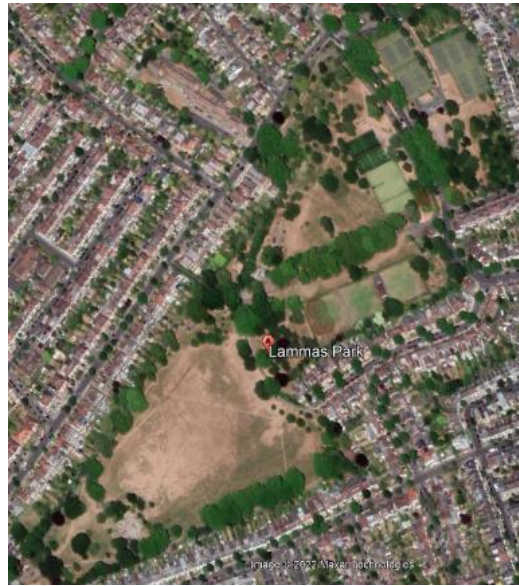
sustainability	<i>way of doing something that will last into the future</i>
residential	<i>living area / homes</i>
council	<i>local government / people in charge of an area</i>
pedestrianised	<i>area with no roads specially for pedestrians (people on foot)</i>
retail	<i>selling goods or services to customers</i>
invest	<i>put money into something, usually to make money back</i>

BIG FINISH Lesson 6: How might our area change in the future?

Activity: Create development plans for our local area

- Land developers need to think carefully about all the people affected before they start planning. Some of the questions they need to consider:
 - Local people and their needs – will everyone be happy with these changes? Why / why not?
 - Sustainability – how will this development continue to serve people in the future?
 - Environmental impact – how will it affect the local environment / wildlife? How can they offset the carbon footprint?
 - Cost of development – can the council afford it? Will it make enough money to cover the cost?

Lammas Park aerial view



environmental impact

effect on the environment

carbon footprint

how much pollution is caused by something

facilities

a place for a specific purpose

offset

balance something