



Geography Curriculum

Year 4: Where do some place names in the UK come from?

Unit Overview:

In this unit children will: Pupils will develop their understanding of map skills to identify, plot and explore locations in the UK which derive their place names from Anglo Saxon origin. They will also develop their understanding of push and pull factors for migration and the impact on human geography of the United Kingdom. They will learn about topographical and OS representations of the United Kingdom.

National Curriculum

The UK and the local area

- Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.

Physical themes

- Describe and understand key aspects of physical geography including earthquakes and volcanoes, rivers, mountains, and the water cycle.

Maps and atlas work

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Thematic progression

This topic builds on:

- children's learning from year 3 where the children looked at settlements of different sizes and year 4 Autumn term where the children looked at megacities (including the study of some cities in the UK).

This topic is a foundation for future learning in:

- Year 5 where pupils will review the physical geography of Greece.

Key Concepts

Location – How does the physical and human geography of a place influence migration? Where can we see settlements from the UK?

Settlement – Why do people live where they do?

Place – Understanding our local area and influences from the past.

Common Misconceptions and barriers

Some Pupils may think that:

- Migration is something which has recently started to happen.
- All migration is violent or about conquering territory and not realise people migrate for many reasons.
- All maps display the same information e.g. OS Map vs Topographical Map

Some Pupils May have the follow barriers:

- Some pupils will not be familiar with OS maps or topographical maps.
- Some pupils may not recall prior learning around settlement locations from previous learning.
- Location of the British Channel for Anglo-S
- Use of a map and locating areas related to Anglo-Saxons

Cross Curricular Links

English – Creating a piece of writing, exploring the reason for immigration and settlement by Vikings.

Maths – Using coordinates knowledge to support use of grid reference work. Use of location and positional language.

PSHE – Exploring viewpoints, comparing migration to modern examples. Relating personal experiences to those in Viking times, discussing emotions and reasoning.

History – Historical context for Anglo Saxon and Viking Britain

Where do some place names in the UK come from?

Powerful Knowledge – Disciplinary and Substantive

What were the Anglo Saxon Kingdoms?

Substantive Knowledge

- *Pupils can explain the link between compass locations and Kingdom names*
- *The Anglo Saxons migrated to England following the retreat of the Romans.*
- *Small Kingdoms formed across the country over time, each with their own kind.*

Disciplinary Knowledge

- *I can identify and label the countries of the United Kingdom.*
- *I can use grid references to locate key cities in the United Kingdom and their AngloSaxon Kingdom.*

How were Anglo Saxon settlements named?

Substantive knowledge

- *I can identify modern place names with Anglo Saxon roots.*
- *AngloSaxon and viking settles still survive to this day, but have become modern towns.*
- *The name of the town helps indicate it's origin and a settlement.*

Disciplinary Knowledge

- *I can navigate an OS Map, understanding its representation.*

Where did Vikings come from?

Substantive knowlegde:

- *Scadanavian countries have a different topogrpahy to the United Kingdom.*
- *Natural Resources are harder to come by, especially farming and animal grazing.*
- *I know settlements often form on major roads and rivers as they are use for transport.*
- *Migration is the movement of people from one place to another.*

Disciplinary knowledge:

- *I can identify the key on a topographical map.*
- *I can compare the landscape of Scandinavia and Denmark and the United Kingdom.*

Where did the Anglo Saxons and Viking settle?

Substantive knowlegde:

- *Scadanavian countries have a different topogrpahy to the United Kingdom.*
- *Natural Resources are harder to come by, especially farming and animal grazing.*
- *I know settlements often form on major roads and rivers as they are use for transport.*

- Migration is the movement of people from one place to another.

Disciplinary knowledge:

- I can identify the key on a topographical map.
- I can compare the landscape of Scandinavia and Denmark and the United Kingdom using the topographical maps.
- I can draw conclusions linked to migration of people and the location of settlements.

Which Anglo Saxon and Viking settlements still exist today?

Substantive knowledge

- AngloSaxon and viking settles still survive to this day, but have become modern towns.
- The name of the town helps indicate it's origin and a settlement.

Disciplinary knowledge

- I can use the index of an atlas to find a location.
- I can use the page number and grid reference to find a location.
- I can plot this on a map, labelling it accurately.

	Key Question	Geography Skill	Learning Objective	Vocabulary	Suggested Outcomes, Resources and Hooks for learning
Where do some place names in the UK come from?					
1	What were the Anglo Saxon Kingdoms? Prior Learning Links: Countries of the UK – year 3.	The UK and the local area <ul style="list-style-type: none"> • Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics. 	I can name and locate the Anglo Saxon kingdoms.	Kingdom, Mercia, Wessex, East Anglia, Essex, Kent, Sussex, Northumbria	<i>Children to trace and create a scaled overlay of the ancient Kingdoms of the Anglo Saxons. Pupils then to overlay this on to a modern map of Britain, identifying which modern cities would be found in the ancient Kingdoms. Pupils can find other key landmarks and plot these onto their map, labelling correctly.</i>
<p>Think and Link – What have we learnt about the Anglo Saxons so far? Where did they live? What type of settlements were they? <i>Link to types of settlements covered in Y4 Autumn term – Megacities. Discuss new term – Kingdom. What is a Kingdom? “ a country, state, or territory ruled by a king or queen”</i></p> <p><i>Share map of Anglo Saxon Kingdoms and explore the names. Can children spot any links between current UK map and the Kingdoms? (Northumbria, Wessex, Sussex, Essex). Can children spot any links between these Kingdoms and the Compass points? Explore the link – North Saxons/ West Saxons / East Saxons/ South Saxons.</i></p> <p><i>Work with children to overlay using tracing paper the Anglo Saxon Kingdoms of a scale map of the UK. Children to label and name Kingdoms. Use the overlay to make comparison. Children to use map to identify key locations and the Ancient Kingdom.</i></p> <p>Disciplinary Knowledge</p>					

*Pupils can indentify and label the countries of the United Kingdom.
Pupils can use grid references to locate key cities in the United Kingdom and their AngloSaxon Kingdom*

Substantive Knowledge
*Pupils can explain the link between compass locations and Kingdom names
Identify and locate key cities in the United Kindom*

Procedural Knowlegde
1. *How to use maps to plot key locations*

Stretch Descriptors: Pupils working at greater depth will be able to demark the Kingdoms and key locations with greater accuracy, Pupils will be able to use locational knowledge of the United Kingdom to draw conclusions about the strengths of the kindgoms

2	<p>How were Anglo Saxon settlements named?</p> <p>Prior Learning Links:</p>	<p>Physical themes</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography including earthquakes and volcanoes, rivers, mountains and the water cycle. <p>Maps and atlas work</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 	<p>I can interpret OS Maps to locate potential AngloSaxon settlements.</p> <p>I can explain how Anglo Saxon settlements were named.</p>	<p>Symbol, key, landscape, chieftain, wood, ford, hill, clearing, lake, market town, holy place, farm, manor.</p>	<p>Pupils to review an OS map of the local area, identifying any key settlements with Anglo Saxon origins.</p> <p><i>Old Swinford Kingswinford Brimingham Wolverhampton Cookley</i></p>
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Think and Link – Names of Anglo Saxon Kingdoms and their compass locations. Different types of settlements.

Introduce names of settlements and their meaning. Can children identify any places which have these roots? Unpick some key examples e.g. Birmingham / Manchester/ Stafford.
Review OS map of the local area. Can children identify local settlements which have these prefixes?

Substantive knowledge
I can identify modern place names with Anglo Saxon roots.
AngloSaxon and viking settles still survive to this day, but have become modern towns.
The name of the town helps indicate it's origin and a settlement.

Disciplinary Knowledge

- I can navigate an OS Map, understanding its representation.

The first half of the village name was the name of the Chieftain. The second half of the name would be “ing” or “folk” – literally meaning “people”.

Anglo-Saxons started to name villages after features in the surrounding area and landscape. If there was a river nearby, perhaps a farm, or a port, this feature would appear in the name. They also named places after things that would happen there – such as meetings or certain farm materials that were produced in the area.

Some examples include:

- “Leigh” or “Ley” – meaning a forest clearing – Henley, Morley, Chorley
- “Bury” – meaning a fortified place – Bury, Shaftesbury, Newbury
- “Ton” – meaning a farm or farming village – Luton, Middleton, Preston
- “Wich” or “Wick” – meaning farm produce – Warwick, Greenwich, Norwich
- “Caester” or “Chester” – meaning a city – Manchester, Lancaster, Chester
- “Burh” – meaning a town – Peterborough, Scarborough
- “Ham” – meaning a village – Hampshire, Southampton, Chippenham, Birmingham (which we can combine with the earlier Anglo-Saxon rules to know it’s meaning as “Beorma’s People’s Village” - birm-ing-ham)
- Ford – river crossing
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Stretch Descriptors: Pupils working at greater depth will be able to move outside of the local area, identifying other key settlements using their locational knowledge of the UK. The may use Atlas and maps to identify any UK wide settlements outside of England.

3	<p>Where did Vikings come from?</p> <p>Prior Learning Links:</p>	<p>Maps and atlas work</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p>I can use a topographical map and draw conclusions.</p>	<p>Derby, Rugby, Whitby, Selby, Grimsby, Scunthorpe, Grimesthorpe, Hastings, Reading, Oxford, Birmingham</p>	<p>Compare the topographical maps to create a list of ‘push’ and ‘pull’ factors for the Viking Settlers. Pupils can review and suggest the most important one, justifying their choices.</p> <p>What drove some Vikings to leave their homeland? - BBC Bitesize</p> <p>Free topographic maps, elevation, terrain (topographic-map.com)</p>
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Think and Link: Continents and key countries in Europe. Terminology for Kingdom. Migration and movement of people – why do people move?

Share with the children topographical map of the UK. Explore and identify use of colour on the map and what does it show. Create a key as a class and compare to the key provided from the map. Explore map of scandinavia using the same key. Explore implications of landscape on population, especially farming and locations of settlements. Explore push and pull factors and why people may migrate from one place to another.

Substantive knowlegde:

- Scadanavian countries have a different topogrpahy to the United Kingdom.
- Natural Resources are harder to come by, especially farming and animal grazing.
- I know settlements often form on major roads and rivers as they are use for transport.
- Migration is the movement of people from one place to another.

Disciplinary knowledge:

- I can identify the key on a topographical map.
- I can compare the landscape of Scandinavia and Denmark and the United Kingdom.

Stretch Descriptors: Pupils working at greater depth may investigate further UK physical geography to identify the reasons for a settlement. They may also draw upon the Roman Road system to suggest a location, linked to their learning in Year 3 Summer Term.

4	Which Anglo Saxon and Viking settlements still exist today? Prior Learning Links:	Maps and atlas work <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	I can locate and recognise Anglo Saxon and Viking settlements.	Derby, Rugby, Whitby, Selby, Grimsby, Scunthorpe, Grimesthorpe, Hastings, Reading, Oxford, Birmingham	Pupils to create a map of England with key locations settled by Vikings and Anglo Saxons. Pupils to create an appropriate key to plot locations.
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Think and Link: Anglo Saxon place name suffixes and key locations.

How do we use an atlas to find a location? Discuss index and model finding a local example. Remind children we already used an atlas to find places locally which has the Anglo Saxon suffixes and prefixes. Now we are going to find key Viking and AngloSaxon settlements in the United Kingdom using our Atlas skills. Explain that children will have used their atlas skills to locate and plot some of these settlements.

Substantive knowledge

AngloSaxon and viking settles still survive to this day, but have become modern towns. The name of the town helps indicate it's origin and a settlement.

Disciplinary knowledge

- I can use the index of an atlas to find a location.
- I can use the page number and grid reference to find a location.
- I can plot this on a map, labelling it accurately.

Stretch Descriptors: Pupils working at greater depth may differentiate their key, reflecting the size of the location and it's Viking/ AngloSaxon origin.