

## What would it be like to live in Birmingham?

**National Curriculum Driver:** Geography

**Rationale statement:** by the end of the unit we want children to be able to locate Birmingham on a map and identify human and physical characteristics of the area. We want them to compare Pelton to the city of Birmingham by studying both human and physical geography. We want them to be able to record and present a map of an area of Birmingham using digital technology and compare populations of the North-East to Birmingham using graphs. We will investigate the communities that are present in Birmingham and how this is different from Pelton, or even Chester-Le Street.

### Key vocab:

**Function:** the main activities or purpose of a settlement. E.g. residential, industrial, commercial and recreational.

**Inner city:** an area next to the city centre. Many inner-city areas are characterised by older and often terraced housing, although a number have been recently redeveloped with more modern buildings.

**Land use:** the way in which land is used by people. Examples could include housing, industry or green spaces (such as parklands or farming).

**Settlement:** a place where people live, which can be categorised into villages, towns and cities.

- **Shopping centres:** shopping areas that are characterised by being undercover and having ample parking
- **Suburb:** the residential and commercial development at the edge of a city.
- **Urban:** relating to a town or city.
- **Urbanisation:** the increase in the percentage of people living in cities.

**End point:** explanation of what life is like in Birmingham

**Introduction:** Start with a map of the United Kingdom and locate some key areas - split the UK up into England, Scotland, Wales, N Ireland, Ireland - discuss which countries form the UK.

Give children some post it notes and ask them to label Pelton, London, then Birmingham.

Ask what children know about Birmingham and what they would like to know. Gather together some questions for the next few weeks.

### Q1: Where is Birmingham and what is it classed as (city, town, country)?

□ What is the name of this place?

□ Where is this place and which other places are near it?

Show children a range of pictures of Birmingham including popular buildings, shops, railway, mosque, church. What do they notice about the area? Introduce the idea of an urban settlement - do you think Birmingham is a city/town/country?

Use Google Maps to locate Birmingham and its surrounding places - identify some suburbs of Birmingham such as Solihull - discuss its classification as a settlement.

**Source:** internet, google maps, photographs

**Vocabulary:** settlement, location, city, town, urban, urbanisation, suburbs

### Q2: What is Birmingham like today?

Review where Birmingham is and what it is classed as (city). Ask children what they think Birmingham is like and investigate by watching videos and walking around on street view - use different streets to find key aspects of the city and children must navigate their way to different places.

Give children a range of photographs to investigate using Google maps, images and street view - Complete a matching activity linking buildings/areas in the city to key information about them.

**Source:** internet, photographs, google maps

**Vocabulary:** locate, urban, population, man-made, shopping centre, high-rise

### Q3: How is Birmingham different to Pelton? (human geography)

Talk about the local area and what it is like – ask for children's experiences of Pelton – look at Pelton on a map and discuss the use of the land and how there are many farms and the area is quite rural in comparison to Birmingham. Ask how else it might be different to Birmingham?

Discuss differences in bodies of water, population, buildings, local landmarks etc.

Children investigate the following questions and present the information in a table:

#### Questions to compare the two areas:

- What types of buildings can we find and what are they used for?
- What different types of land-use can we find?
- Are there any green spaces and what are they used for?
- Who lives here and what do they do?
- Are there any local 'landmarks'?
- What types of transport links can we find?
- How does the population compare?

### Q4: Physical geography – Where do Brummies get all of their water from?

Children locate Pelton using Atlases and Google Maps – ask them to use a key to decide which aspect of the map is water. Discuss the different bodies of water and why the size of the blue on the map is important – what do they think the long thin blue part is, what about the large blue part of the map which we can only see when we zoom out on Google maps?

Talk about which different bodies of water they know about: sea, ocean, river, stream etc.

Now look more closely at Birmingham and ask children to look to see if Birmingham has any bodies of water in the city centre? Discuss which body of water they think it is and show some images of the canals in Birmingham. Explain why they were used in the past and whether this is necessary now.

Children label some of the canals on a map and writing a short explanation as to what they used to be used for and what the canals are used for now.

**Source:** Google maps, atlases, pictures of canals

**Vocabulary:** canal, body of water, ocean, sea, land -locked

### **Q5: Which different communities live in Birmingham? (human geography)**

Re-introduce the term community and ask children what they think it means. Discuss the communities that we know about. Explain that often different communities that live in the same area tend to follow one particular culture, or religion. Which religions do they think are popular in Birmingham? Discuss which religions are popular in Pelton. Explain the term multi-cultural and explore this aspect of Birmingham - talk about the proportion of different ethnicities in the city and how this is very different from our local area.

**Children complete a bubble map of different religious communities that co-exist in the city along with pictures of places of worship and populations of such communities.**

**Complete a bar chart showing the different cultures that live in Birmingham.**

**Source:** [www.birmingham.gov.uk](http://www.birmingham.gov.uk), images of different communities

**Vocabulary:** community, settlement, multi-cultural, diverse,

### **Q5: What would Birmingham look like from a birds eye view? (physical geography)**

**Compare a picture of Birmingham city centre to a map view. What is different? Talk about maps being 2d as if a bird is looking from above. Draw a mini 2d map of 3 items on a table for greater understanding. E.g. showing the computer to be one thinner rectangle and a large rectangle for the keyboard.**

**Talk about the different colours of the map and how to use a key - develop a key for certain aspects of the map.**

**Children complete a birds eye map of a key part of Birmingham city centre and develop their own key for canals, buildings,**

**Source:**

**Vocabulary:**

**Fieldwork opportunities:**

## Links to other subjects:

<b>English</b>	<p><b>As writers we will:</b></p> <ul style="list-style-type: none"> <li>- Write an explanation of what life is like in Birmingham</li> <li>- label diagrams with key vocabulary</li> <li>- Write a paragraph comparing the use of canals in Birmingham in the past to now</li> </ul> <p><b>As readers we will:</b></p> <ul style="list-style-type: none"> <li>• read descriptions of Birmingham city centre</li> <li>• read diary account of Birmingham to gather clues about an area</li> <li>• use the internet as a source of information</li> </ul> <p><b>As speakers we will:</b></p> <ul style="list-style-type: none"> <li>• explain how Birmingham is different to Pelton</li> </ul>
<b>Maths</b>	<p><b>As mathematicians we will:</b></p> <ul style="list-style-type: none"> <li>• draw bar charts to show the different communities that live in Birmingham</li> </ul>
<b>Computing</b>	<p><b>As computer users we will:</b></p> <ul style="list-style-type: none"> <li>• use Google Earth as a key tool to locate Birmingham on a map</li> <li>• gather photographic evidence of the city centre</li> <li>• improve our knowledge of the keyboard and typing skills.</li> <li>• Save and retrieve our own work from folders.</li> </ul>
<b>Art</b>	<p><b>As artists we will:</b></p> <ul style="list-style-type: none"> <li>• create a collage of communities that live in Birmingham</li> </ul>
<b>DT</b>	<p><b>As designers we will:</b></p> <ul style="list-style-type: none"> <li>• use materials to build a famous building from Birmingham</li> </ul>

## Curriculum drivers:

<b>World of Work</b>	<b>My Place in the World</b>	<b>Live Well, Live Long</b>	<b>Safety Net</b>
To discuss the job of manufacturing in a city centre	Locate Birmingham and compare it to Pelton including population, communities, settlements and urbanisation.	Discuss/identify the differences of city life to Pelton	Talk about only using sites that teachers have approved.