

Lesson 11 Physical or human features?

Learning objectives

Children can:

- distinguish human from physical features in the landscape;
- begin to understand that the distinction between human and physical is not always clear.

Success criteria

Children should be able to

- recognise physical and human features in the environment;
- use geographical vocabulary to describe physical and human features.

Programme of Study

Develop knowledge about the world and the UK.

Skills and processes

Human and physical geography:

- Use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Prior learning

It would be helpful to refer to their fieldwork the children may have covered when studying the locality around the school.

Vocabulary

beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour, shop

Resources

- Images of physical and human features from the locality (wall display or PowerPoint)
- Images of physical and human features from the wider world (PowerPoint)
- **Resource sheet:** *Landscape flashcards*
- **Activity sheet:** *Physical or human features?*
- **PowerPoint presentation:** *Core lessons - Landscapes (LCP CD)*
- IT facilities

Differentiation

Most children will be able to understand the difference between human and physical features.

Some may require in-class support from the TA to differentiate the terms.

Assessment evidence

Children can understand the difference between physical or human features in their lists.

Advance preparation

Use photographs taken in the school locality to make a wall display or a PowerPoint presentation.

Make some flashcards of different landscapes using **Resource sheet:** *Landscape flashcards* (images also available on **LCP CD:** *Core lessons - Landscapes*) or based on images from: www.michellehenry.fr

Activity sheet: *Physical or human features?*

Teachers may wish to use their own images.

Starter

Show the class a series of photographs of their local area and ask them questions about them:

- What building is this?
- How old is it?
- Is there a hill?
- Where is the stream? Pond? Woodland?
- Where is the road? How busy is it?

Ask them if they can classify the features shown in the photographs in any way.

Share the Learning objective and the Success criteria with the children.

Introduction

Explain to the children that some features in the landscape are natural (hills, valleys, rivers) and are called physical features and some features are made by people (buildings, roads, railways) and are called human features.

Learning activity 1

Ask the children to complete **Activity sheet:** *Physical or human features?*

Ask the children to fill this worksheet sheet in as individuals or in groups but to spend time discussing with all the group members the differences between physical and human features.

Learning activity 2

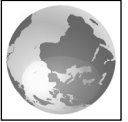
When the children have successfully completed the activity sheet, explain to them that they are going to make their own classification by downloading landscape pictures from the Internet and classifying them as physical or human.

Plenary

Use flashcards or the **LCP CD PowerPoint:** *Core lessons - Landscapes*. To test children's understanding of the terms physical and human.

Share some 'tricky' photographs, such as the local park. *Is this is this physical or human?* Show pictures of a farming landscape. *Is this physical or human?*

Landscape flashcards



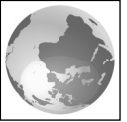


Landscape flashcards



Name: _____

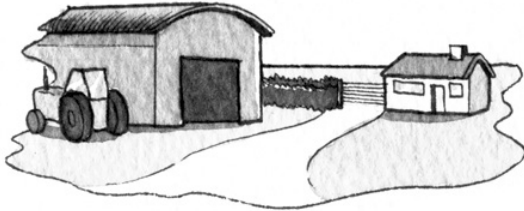
Date: _____



Physical or human features?

Write the words in the correct list:

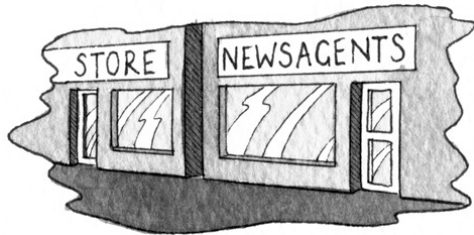
a farm



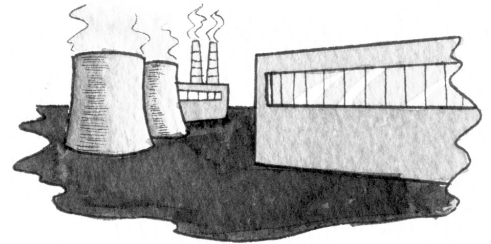
a river



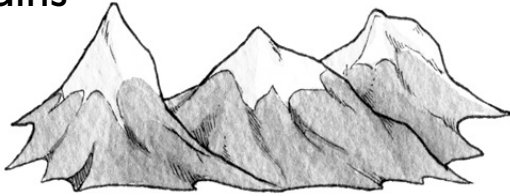
shops



a factory



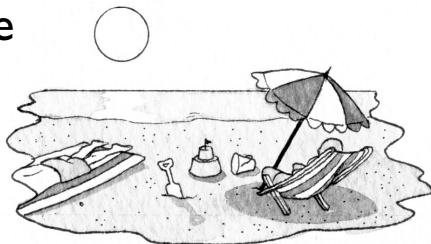
mountains



houses



the seaside



a valley



Human	Physical