

# Session Outline

## KS3 & 4: Human Geography Urban planning and the natural environment

This outline is a general guide for what to expect during your session with us. Activities and session structure may vary depending on weather conditions and other circumstances.

<p><b>National Curriculum links:</b> KS3 - Human geography relating to population and urbanisation. Understanding how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems. Interpreting Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.</p> <p>KS4 - Applying geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, including fieldwork, and to contemporary situations and issues; and develop well-evidenced arguments drawing on their geographical knowledge and understanding.</p>		
Learning Objectives	Session outline	Evaluation of Learners progress
<p>Human and physical geography:</p> <ul style="list-style-type: none"> <li>understand how human and physical processes interact to influence, and change landscapes, environments, and the climate; and how human activity relies on effective functioning of natural systems</li> </ul> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> <li>interpret Ordnance Survey maps and aerial and satellite photographs</li> <li>use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</li> </ul>	<p><b>Introduction</b> The class will have a brief welcome and introduction to the day.</p> <p>Milton Keynes is a new town, built in a rural area of north Buckinghamshire. Whilst it may seem to be a concrete jungle, with many roundabouts, there is a large proportion of natural areas within the town. Some of this was human-made made but other features pre-date the new town designation of 1967. Students will explore an area, using geographical field work techniques, and understand the processes involved in turning farmers fields into an area for housing, retail, and recreation.</p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Guided walk to investigate the site. Depending on the location this may include natural and humanmade habitats, ancient woodlands, SSSI's, new parklands, waterbodies, flood prevention and SUDS (Sustainable Urban Drainage Systems) and scheduled ancient monuments.</li> <li>Investigate the flood prevention within the area</li> <li>Look at the different types of land use</li> <li>Testing water quality and turbidity at different sites</li> <li>Sound mapping (Geophony, Biophony and Anthrophony)</li> </ul>	<p>To include: Discussion with children before, during and after the visit, completion of tasks</p>
Pre Visit activities	Post Visit activities	
<ul style="list-style-type: none"> <li>Look at historic OS maps of the area of Milton Keynes. Pay particular attention to the areas around the villages of Shenley Church End, Shenley Lodge and the hamlet of Tattenhoe.</li> </ul>	<ul style="list-style-type: none"> <li>Plan an empty grid square to incorporate all the required facilities for new residents in Milton Keynes.</li> <li>Compare your designed grid square with those that exist within Milton Keynes. Look at the areas around Fishermead, Oldbrook, Conniburrow and Downs Barn. How do these compare to the grid squares of Grange</li> </ul>	

- Discuss the infrastructure that is needed when designing a new housing estate or town.

Farm, Emerson Valley, Old Farm Park and Tattenhoe?

- Explore the developments at Brooklands, Redhouse Park and Fairfields. These are the newer developments in Milton Keynes. What provisions do they have? How does this fit with your findings from the session?
- Useful contacts: City Discovery Centre – has archived information regarding the development of Milton Keynes. [www.mkcdc.org.uk](http://www.mkcdc.org.uk)