



Learning Project TERM 6, WEEK 3
TOPIC OF THE WEEK: What's under your feet?

Age Range: Y3/4

Weekly Maths Tasks (Aim to do 1 per day)

ONLINE: Watch the videos from the White Rose Home Learning website below and complete the worksheets attached to this pack. This week's topic is **calculating with fractions**.

The worksheets attached can be completed in line with the videos. The worksheets have 3 levels of questions for each day so don't feel you need to complete all questions.

Years 3 and 4:

Monday: [Week 7 Lesson 4 on Comparing Fractions](#)

Tuesday: Y3 [Week 8 Lesson 2 Adding Fractions](#) or Y4 [Week 6 Lesson 1 Add 2 or More Fractions](#)

Wednesday: Y3 [Week 8 Lesson 3 Subtract Fractions](#) or Y4 [Week 6 Lesson 2 Subtract Fractions](#)

Thursday: Y3 [Week 8 Lesson 4 Problem Solving with Fractions](#) or Y4 [Week 6 Lesson 3 Fractions of Quantities](#)

Friday **OFFLINE:** try the Maths Challenges (worksheets attached) or practise times tables!

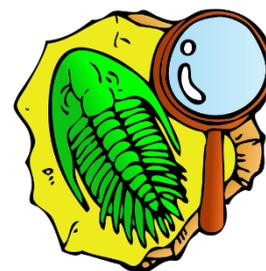
SKILLS PRACTICE:

- **ONLINE:** Work on [Times Table Rockstars](#).
- **ONLINE:** Daily [arithmetic](#) for different areas of maths.

Weekly Reading Tasks (Aim to do 1 per day)

Try to read every day. There are some ideas here:

- **ONLINE:** Dino Mike and the T-Rex attack is all about dinosaurs and fossils:
https://readon.myon.co.uk/reader/index.html?a=d_m_trexa_s15
 1. Read 2 chapters each day and tell an adult about what has happened so far.
 2. Predict what you think might happen next.
 3. Explain why you like/ do not like the book.
 4. Explain what you already know about the characters: how do you know this?
 5. Write a review of the book when you have finished it.
- **ONLINE:** Listen to an extract from the book *You're a Bad Man, My Gum* by Andy Stanton on the [BBC Bitesize Daily Book Club](#). Think about or write down the answers to the questions and try the activities.
- **OFFLINE:** Read the texts about Fossils or Palaeontology and answer the questions. Choose the 1, 2 or 3 stars level text attached to this pack.





| Weekly Spelling, Punctuation and Grammar Tasks (Aim to do 1 per day) | Weekly Writing Tasks (Aim to do 1 per day) |
|--|---|
| <ul style="list-style-type: none">● OFFLINE: Practise the Year 3/4 Common Exception Words see list here● ONLINE: Practise weekly spellings on Spelling Shed.● ONLINE: Revise your grammar and spelling on the BBC game Crystal Explorers.● ONLINE: Watch the video about fronted adverbials on BBC Bitesize and complete the activities.● OFFLINE: Look in the Fossils or Palaeontology texts mentioned above and highlight or underline any fronted adverbials you see.● OFFLINE: how many words can you make from the letters in the word below? TYRANNOSAURUS REX | <ul style="list-style-type: none">● ONLINE: Watch the clip about Mary Anning: https://www.bbc.co.uk/programmes/p015gn89 make notes about important events in her life. Write a biography of her life. Use fronted adverbials followed by commas to start sentences, e.g. At the age of 15 months, ... Deep inside the rocky cliffs, etc.● Watch this Newsround clip: https://www.bbc.co.uk/newsround/47710225 Do you think there should be a statue of Mary Anning? Why? Convince me!● OFFLINE: Who would you like to see a statue of in your town? Write a letter to me persuading me why you think the statue should be built! Choose someone who you admire and explain why he/ she is so important to you, the community or the World. Explain where it should be situated and why.● ONLINE: Visit https://www.pobble365.com/ and choose one of the activities on the page. |

Learning Project - to be done throughout the week

Science: Find out more about the different types of fossils on the [DK Find Out interactive page](#). Then make salt dough and design and create a cast fossil. If you want to make it even more realistic, you could ask an adult to get you some Plaster of Paris and help you to fill your cast with hard rock! Follow [these instructions](#).

Design Technology: Make rock cakes using [this recipe](#). **Adult supervision required.** Learn how to use a “rubbing-in” method.

Art: Create a dinosaur skeleton using pasta shapes. Research [different dinosaurs](#) and then think about how to make your favourite dinosaur shape out of pasta.

Geography: Do you know what is under your feet when you are out and about in Derbyshire?

- Find Derbyshire on the map attached to this pack. You could also find out and label the other counties in England too.
- Find out how caves are formed in [this video](#) by BBC Bitesize. Now check out the [Treak Cliff Cavern](#)





[website](#) to find out what special mineral is only found in Derbyshire! Find out the name of the Treak Cliff [dragon](#)! You could watch the Youtube animation [How Blue John Became](#) to find out how this special mineral formed underneath Derbyshire.

- Make a tourist leaflet about Derbyshire, including information about the caves at Castleton and the special Blue John mineral.

History: How was Mary Anning's childhood different to yours? Compare aspects of her life with yours, e.g. clothes, home, education, hobbies, etc. Explain why Mary Anning was so extraordinary for the time: what made her so special? Explain why you think she was not recognised at the time.

Spanish: practise how to talk about the weather in Spanish at [The Oak National Academy](#).

RE: Look at the picture on the next page and think about the questions and read the Bible story. You could do one of the response activities if you like.

Additional learning resources parents may wish to engage with

Author Rob Biddulph does twice weekly drawing videos for children. You can watch them and have a go at [Draw with Rob](#).

Your child may have concerns about the current situation. [Childline](#) has lots of advice about how to discuss it with your child.

Nosy Crow Books have released a superb free book for children called Coronavirus: a book for children. You can download and read it [here](#).





#OFFTHESHELF

Key Questions:

Read John 1:1-9. Who do you think John is writing about?
Who is the light in the darkness?
Read Matthew 5:14-16. Who is Jesus speaking to?
I wonder how Jesus can be the light?
I wonder how we can be a light?
Look carefully at the picture post. I wonder, how would you describe what the light is doing to the darkness?
How does the picture reflect the messages you read in the Bible passages?

Story:

Listen to and perhaps join in with the song My Lighthouse by Rend Collective <https://youtu.be/IFBZJGSgyVQ>
Many of you sing this song in school worship.
Who is the 'you' in the song? Who is the lighthouse?
"You are the peace in my troubled sea" How does Jesus bring peace? Read the story of Jesus calming the storm in Matthew 8:23-27.
"Your great love will lead me through" How great is Jesus love? Read the story of Jesus washing his disciples feet in John 13:1-17

Create a picture that illustrates the words of the song and shows how Jesus can be our 'Lighthouse'.

Think about.....

Jesus said "Let your light shine before others, that they may see your good deeds."
Listen and perhaps join in with the song Shine <https://youtu.be/W2xc-w8Zcbo>. How is it possible to shine from the inside out?
Watch and listen to the story of Florence Nightingale from [BBC History](#). How did she shine? What darkness did her light overcome? Florence showed great courage and perseverance. Do you know anyone else with these strong Christian values? Write their story on a single sheet of paper. When you return to school this can become a page in a book and you can all share the stories you have written.

Making your response

Build a lighthouse. Ask permission and then raid the recycling!
Decorate your lighthouse with pictures and ideas of ways in which you and others can be a light in the darkness.
Take a photo of your lighthouse and send it to us (schools@blackburn.anglican.org) or post it on social media. Dont forget to use #OFFTHESHELF



- 1) Choose two of the following digits to make the number sentence true. (The fraction you make must be less than 1 whole.) How many number sentences can you create?

1 3 6 8 4 $\frac{\square}{\square} > \frac{1}{5}$

- 2) Choose two of the following digits to make the number sentence true. (The fraction you make must be less than 1 whole.) How many number sentences can you create?

6 1 10 2 9 $\frac{\square}{\square} < \frac{5}{12}$

- 3) Two friends each have a bag of sweets and discuss who will eat the most.



Marc

If I eat $\frac{3}{4}$ of the sweets, I will eat the most.

If I eat $\frac{6}{8}$ of the sweets, I will eat the most because 6 is larger than 3.



Jacqui

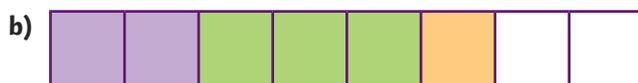
Which of the two friends is correct? Use reasoning to explain your answer.



1) Use the bar model to work out which fractions have been added together. Then, complete the number sentence and find the total.



$$\begin{array}{c} \square \\ \hline \end{array} + \begin{array}{c} \square \\ \hline \end{array} = \begin{array}{c} \square \\ \hline \end{array}$$



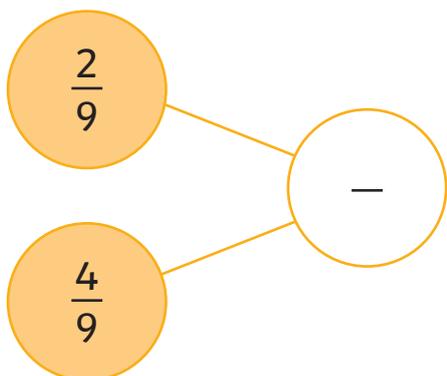
$$\begin{array}{c} \square \\ \hline \end{array} + \begin{array}{c} \square \\ \hline \end{array} + \begin{array}{c} \square \\ \hline \end{array} = \begin{array}{c} \square \\ \hline \end{array}$$

2) Draw a bar model to show this number sentence:

$$\frac{4}{7} + \frac{2}{7} = \frac{\square}{\square}$$



3) Complete the part-whole model.



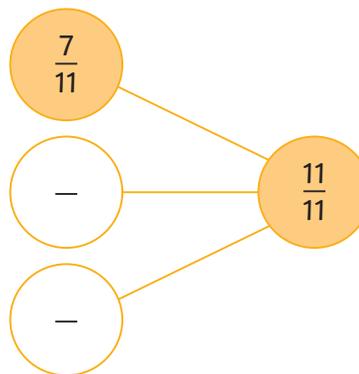
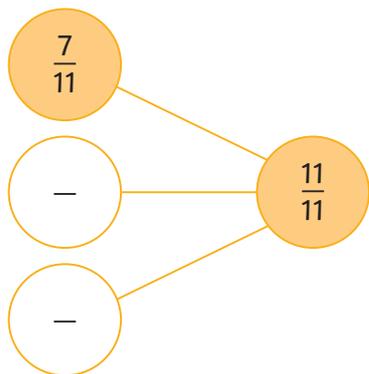
4) Complete the number sentence.

$$\frac{\square}{11} + \frac{3}{\square} + \frac{\square}{11} = \frac{10}{11}$$

Use this space for any working out:



1) Find 2 ways to solve the part-whole model.



2) Some children are checking their work on fractions.

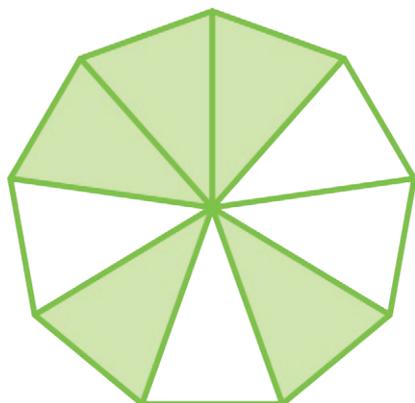
$$\frac{2}{8} + \frac{2}{8} = \frac{4}{16}$$

Ahmed



Do you agree with Ahmed? Explain with reasoning.

3) A shape has been part shaded.



a) What 2 fractions could have been added together to create this shape? Find 2 possibilities.

b) What 3 fractions could have been added together to create this shape? Find 2 possibilities.

1) Children have been adding together 3 fractions.

$$\frac{4}{12} + \frac{3}{12} + \frac{2}{12}$$

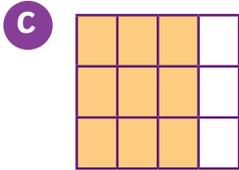
Half of these representations show the correct answer.



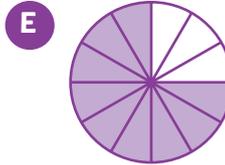
Ingrid



B $\frac{12}{9}$



D $\frac{9}{36}$

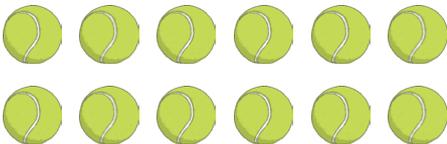


F $\frac{8}{12}$

Is Ingrid correct? For the representations that don't show the correct answer, explain what could have gone wrong.

2) 2 children are given tennis balls during sports practice. Each child is given an odd number of balls.

How many number sentences can you think of that show the number of tennis balls that each child was given?



$$\begin{array}{|c|} \hline \square \\ \hline \square \\ \hline \end{array} + \begin{array}{|c|} \hline \square \\ \hline \square \\ \hline \end{array} = \frac{12}{12}$$

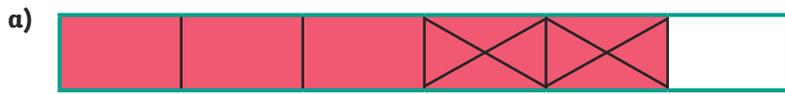
3) Jim says it is impossible for both missing numerators to be even numbers.

$$\frac{1}{\square} + \frac{\square}{15} + \frac{5}{\square} + \frac{\square}{15} = \frac{13}{15}$$

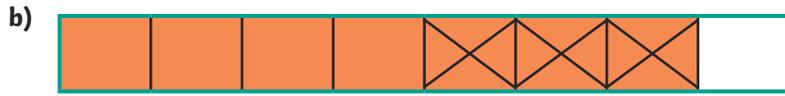
Is Jim correct? Explain with reasoning.



1) Use the bar model to help subtract the fractions.



$$\frac{5}{6} - \frac{\square}{\square} = \frac{\square}{\square}$$



$$\frac{7}{8} - \frac{\square}{\square} = \frac{\square}{\square}$$

2) Represent the number sentences as bar models to help you find the answers.

a) $\frac{4}{7} - \frac{2}{7} = \frac{\square}{\square}$

b) $\frac{6}{9} - \frac{1}{9} = \frac{\square}{\square}$

3) True or false? Prove it using a bar model.

a) three-sevenths subtract two-sevenths equals one-seventh

b) two-quarters subtract one-quarter equals one-half

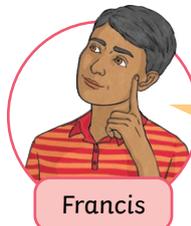


1) Work out what the missing fractions are.

a) $\frac{\boxed{5}}{\boxed{8}} - \frac{\boxed{2}}{\boxed{8}} = \frac{\boxed{1}}{\boxed{8}} + \frac{\boxed{}}{\boxed{}}$

b) $\frac{\boxed{10}}{\boxed{11}} - \frac{\boxed{}}{\boxed{}} = \frac{\boxed{3}}{\boxed{11}} + \frac{\boxed{4}}{\boxed{11}}$

2) This pizza is being shared at Francis' birthday party.



Francis

If I give away $\frac{2}{6}$ of my pizza, I will still have $\frac{3}{6}$ left over.

Do you agree with Francis? Prove it!

3) Alexander has a chocolate bar with 8 pieces.



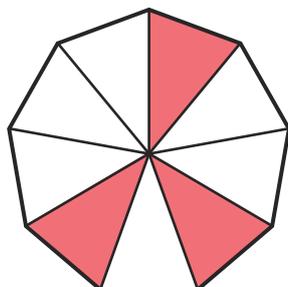
Alexander

If I eat 2 pieces and give $\frac{3}{8}$ to a friend, I will still have over half of what I started with.

Do you agree with Alexander?
Explain with reasoning.

4) A shape has been part shaded.

What fractions could have been subtracted to create this shape?



a) Find 2 possibilities with 2 fractions.

b) Find 2 possibilities with 3 fractions.



1) Work out what the missing numerators could be. How many possibilities can you find?

| | |
|--|--|
| <p>a) $\frac{\boxed{7}}{\boxed{12}} - \frac{\boxed{}}{\boxed{12}} = \frac{\boxed{1}}{\boxed{12}} + \frac{\boxed{}}{\boxed{12}}$</p> | <p>b) $\frac{\boxed{}}{\boxed{16}} - \frac{\boxed{8}}{\boxed{16}} = \frac{\boxed{}}{\boxed{16}} + \frac{\boxed{6}}{\boxed{16}}$</p> |
|--|--|

2) 3 children each took an even number of footballs during practice with none remaining.

$\frac{\boxed{10}}{\boxed{10}} - \frac{\boxed{}}{\boxed{}} - \frac{\boxed{}}{\boxed{}} - \frac{\boxed{}}{\boxed{}} = \frac{\boxed{}}{\boxed{}}$

How many number sentences can you think of that show the number of footballs that each child could have taken?

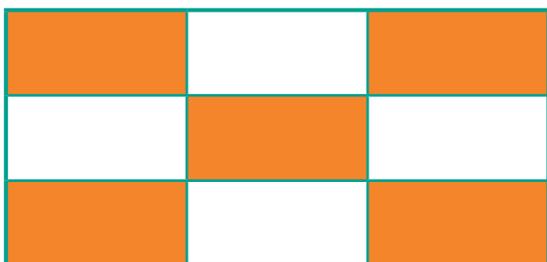
3) Year 3 are discussing what happens when you subtract fractions.



If you subtract 2 fractions for another fraction, you will always have nothing left.

Is this statement always, sometimes or never true? Prove it!

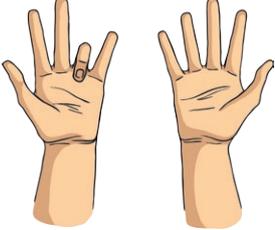
4) Using fractions, how many addition and subtraction calculations can you make from the image?



Year 3 Fraction Problems

Answer the following questions.

Helpful hint: Drawing diagrams may help you.

| | | |
|--|---|---|
| <p>1. Billy ate $\frac{3}{5}$ of a pizza and Bob ate $\frac{4}{5}$ of a pizza. Who ate the most?</p>  | <p>2. Philomena had $\frac{1}{3}$ of her chocolate bar remaining and Daphne had $\frac{1}{4}$. Who had most left?</p>  | <p>3. What comes next? One tenth, two tenths, ...</p>  |
| | | |

| | | |
|--|--|--|
| <p>4. A running track is $\frac{1}{4}$ of a km long. How far would a runner go if he ran round the track 4 times?</p>  | <p>5. Hamza chopped up a pineapple and gave $\frac{1}{2}$ to his mum. He also ate half himself. How much was left to give to his dad?</p>  | <p>6. Miriam's dad offered a choice for her pocket money – have $\frac{1}{4}$ of £5 or $\frac{1}{2}$ of £5. Which should she choose?</p>  |
| | | |

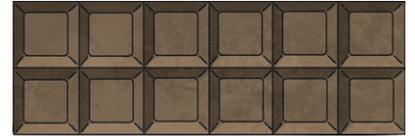
7. Terry wanted to buy a football shirt in the sale. One shop was offering $\frac{1}{3}$ off the price, another shop was offering $\frac{1}{2}$ price. Which is the better deal?



8. Danyal used $\frac{4}{7}$ of the milk for his cereal. What fraction was left for his brother?



9. Peter ate $\frac{1}{2}$ of his bar of chocolate, Damian ate $\frac{2}{4}$ of his bar of chocolate and Polly ate $\frac{3}{6}$ of her bar of chocolate. Who had the most remaining?



Year 3 Fraction Problems - Answers

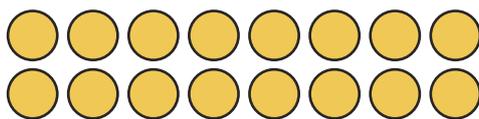
| | | |
|---|---|--|
| 1. Billy ate $\frac{3}{5}$ of a pizza and Bob ate $\frac{4}{5}$ of a pizza. Who ate the most? | 2. Philomena had $\frac{1}{3}$ of her chocolate bar remaining and Daphne had $\frac{1}{4}$. Who had most left? | 3. What comes next? One tenth, two tenths, ... |
| Bob | Philomena | $\frac{3}{10}$ - Three Tenths |

| | | |
|--|--|---|
| 4. A running track is $\frac{1}{4}$ of a km long. How far would a runner go if he ran round the track 4 times? | 5. Hamza chopped up a pineapple and gave $\frac{1}{2}$ to his mum. He also ate half himself. How much was left to give to his dad? | 6. Miriam's dad offered a choice for her pocket money – have $\frac{1}{4}$ of £5 or $\frac{1}{2}$ of £5. Which should she choose? |
| 1km | Nothing is left for dad. | $\frac{1}{2}$ would be more - £2.50 |

| | | |
|--|--|---|
| 7. Terry wanted to buy a football shirt in the sale. One shop was offering $\frac{1}{3}$ off the price, another shop was offering $\frac{1}{2}$ price. Which is the better deal? | 8. Danyal used $\frac{4}{7}$ of the milk for his cereal. What fraction was left for his brother? | 9. Peter ate $\frac{1}{2}$ of his bar of chocolate, Damian ate $\frac{2}{4}$ of his bar of chocolate and Polly ate $\frac{3}{6}$ of her bar of chocolate. Who had the most remaining? |
| Half price is a better deal | $\frac{3}{7}$ of the milk was left for his brother. | They all had the same amount remaining. |



1) Clara has 16 cupcakes.



a) Use the counters above to represent Clara's cupcakes and find:

$$\frac{1}{2} \text{ of } 16 = \square$$

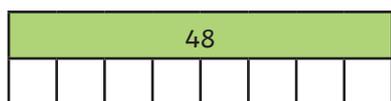
$$\frac{1}{4} \text{ of } 16 = \square$$

$$\frac{1}{8} \text{ of } 16 = \square$$

b) Use the answers to the calculations above to help find:

$$\frac{2}{2} \text{ of } 16 = \square \quad \frac{3}{4} \text{ of } 16 = \square \quad \frac{5}{8} \text{ of } 16 = \square$$

2) Use this bar model to find and represent:



$$\frac{1}{8} \text{ of } 48 = 48 \div 8 = \square$$

$$\frac{2}{8} \text{ of } 48 = \square$$

$$\frac{3}{8} \text{ of } 48 = \square$$

$$\frac{4}{8} \text{ of } 48 = \square$$

$$\frac{5}{8} \text{ of } 48 = \square$$

$$\frac{6}{8} \text{ of } 48 = \square$$

$$\frac{7}{8} \text{ of } 48 = \square$$

$$\frac{8}{8} \text{ of } 48 = \square$$

3) Draw a bar model to solve the problem.

Finn drinks $\frac{5}{9}$ of a 630ml bottle of water.

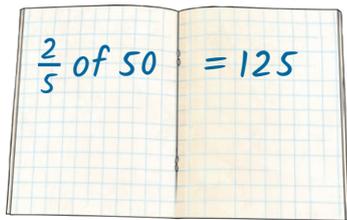
a) How many ml did Finn drink? _____

b) How many ml are left in the bottle? _____





1) Explain the mistake.



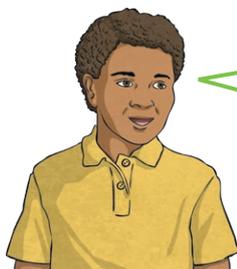
2) Which is the odd one out and why?

a) $\frac{3}{6}$ of 24

b) $\frac{2}{8}$ of 56

c) $\frac{4}{20}$ of 60

3) True or False? Convince me.



$\frac{3}{4}$ of 32 is greater than $\frac{12}{16}$ of 32.

4) Complete the calculations:

$\frac{\square}{5}$ of 30 = 24

$\frac{2}{3}$ of \square = 40

- 1) Moses has a bag of 20 double-sided counters. He throws some into the air. Half of them land on red while the other half land on yellow. Moses turns over two of the counters and now four-sixths are red.

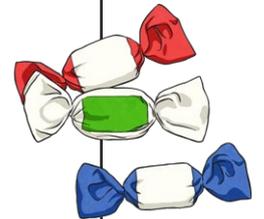


How many counters did Moses throw into the air at the beginning?

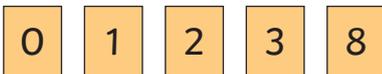


- 2) Solve this problem.

Franz has a bag of 96 sweets. Some are red, $\frac{4}{12}$ are green and half are blue. What fraction and quantity are red?



- 3) Use all the digit cards once to complete this calculation.

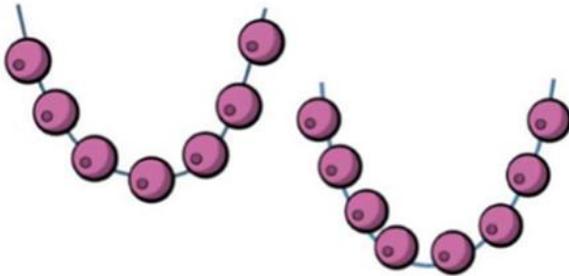


$$\frac{\square}{\square} \text{ of } 270 = \square$$

Challenge 1

Sal has 20 beads.

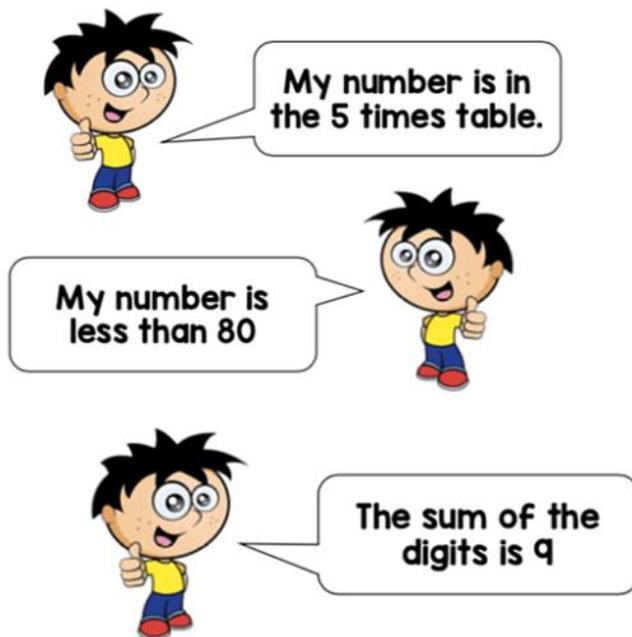
She uses some beads to make these two necklaces.



How many beads does she have left?

Challenge 2

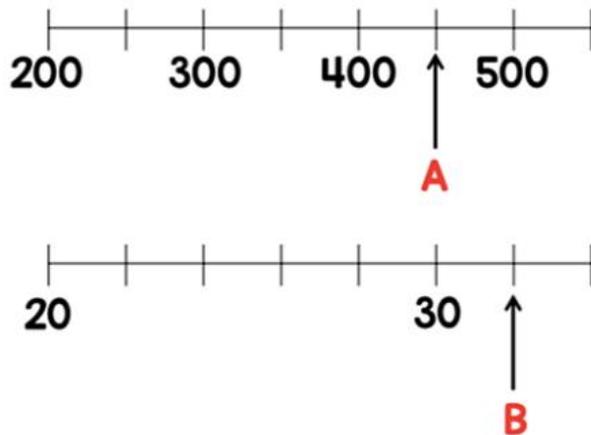
George is thinking of a 2 digit number.



What number is George thinking of?

Challenge 3

Two numbers, A and B, are marked on the number lines.



Find the sum of A and B.

Challenge 4

Max buys a shirt and a jacket.



The jacket costs **£25** more than the shirt.

The total cost of the shirt and jacket is **£87**.

How much does each item cost?

Challenge 5

The mass of 1 cube and 4 cones is **110 g**.



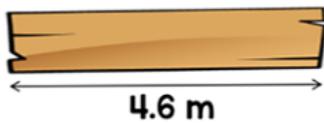
The mass of 1 cube and 2 cones is **72 g**.



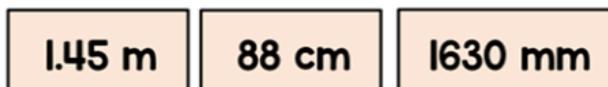
What is the mass of 1 cube?

Challenge 6

A plank of wood is 4.6 metres long.



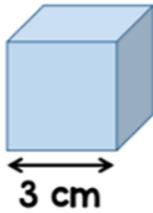
These three lengths of wood are cut from the plank.



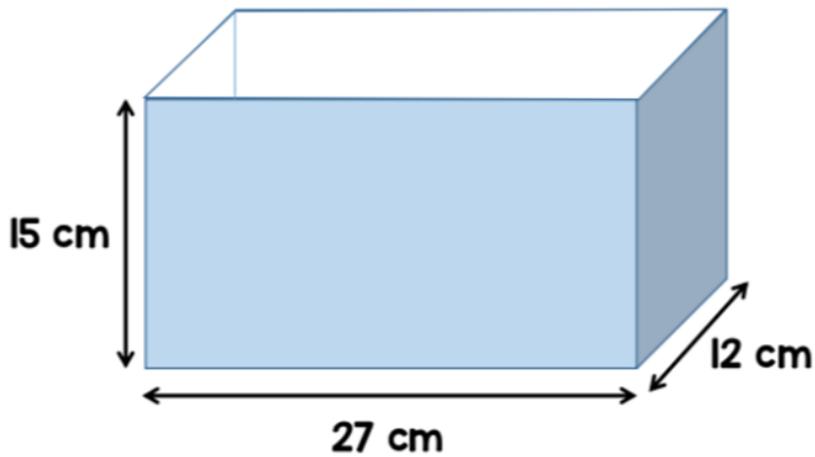
What is the length of the wood left?

Challenge 7

A factory makes these wooden cubes.



They are packed into large boxes.



How many wooden cubes can be packed into one large box?

Challenge 8

Amrit, Beth and Caroline sell cookies.



Amrit sells $\frac{1}{6}$ of the cookies.

Beth sells 30% of the remaining cookies. Beth sells 12 cookies.

Caroline sells the rest.

How many cookies do they sell altogether?

Challenge 9

$\frac{1}{2}$ of the length of rope A is equal to $\frac{3}{5}$ of the length of rope B.

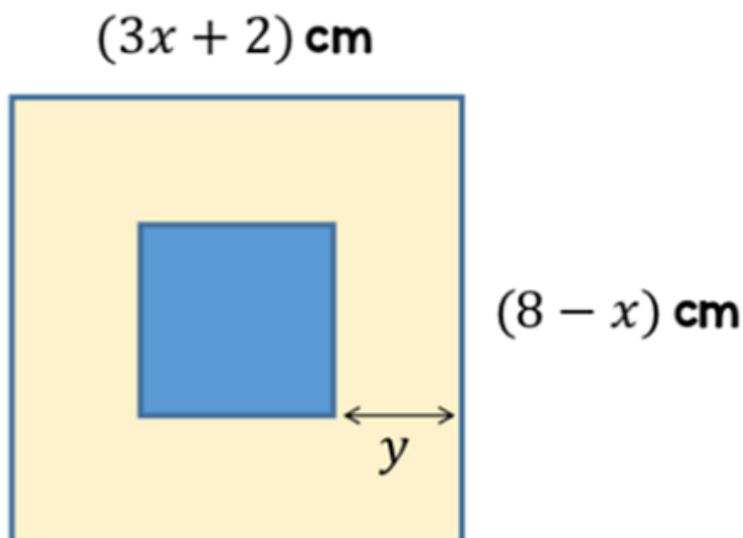
Rope A is **42 cm** longer than rope B.

How long is rope A?

Challenge 10

A blue square is placed inside a large yellow square.

The centre of the squares are aligned one over the other.



The area of the blue square is **36%** of the area of the yellow square.

Find the distance marked y .

As a rough guide of difficulty level:

- **Challenge 1 and 2** are suitable for ages 5 to 7.
- **Challenge 3 to 6** are suitable for ages 7 to 11.
- **Challenge 7 to 10** are suitable for ages 11 to 15.

We want everyone to get involved with challenge day, so work together to solve as many as you can and share your solutions!



Palaeontology

What Is a Palaeontologist?



Mary Anning

A palaeontologist is someone who learns about life on Earth by studying fossils. Fossils are the remains of plants, animals and other living things. When living things die, the hard parts, such as the skeletons, are covered over the years by rock called sediment. More and more sediment builds-up on top of the hard parts which eventually turn into a rock. The hard parts disappear and are replaced by minerals which make the fossil. Palaeontologists dig up the fossils and use them to learn about how the Earth and living things have changed over time.

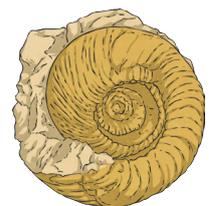
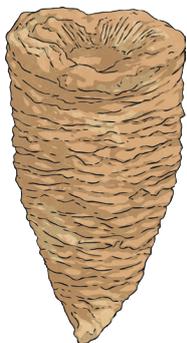
Fossil Hunting Then

Finding fossils was a dangerous activity. Palaeontologists have to take care when searching for fossils. The surfaces that they work on can be slippery and unstable. There is always a danger too that rocks will fall from above and hurt the scientists working below.

Mary Anning was one of the first palaeontologists. She made many incredible discoveries and is thought of as one of the greatest fossil hunters to have ever lived. She would spend her time searching the coast with her dog, Trey, and on one occasion, she was almost killed by a landslide (where lots of rocks fall at once from the cliff).

Fossil Hunting Now

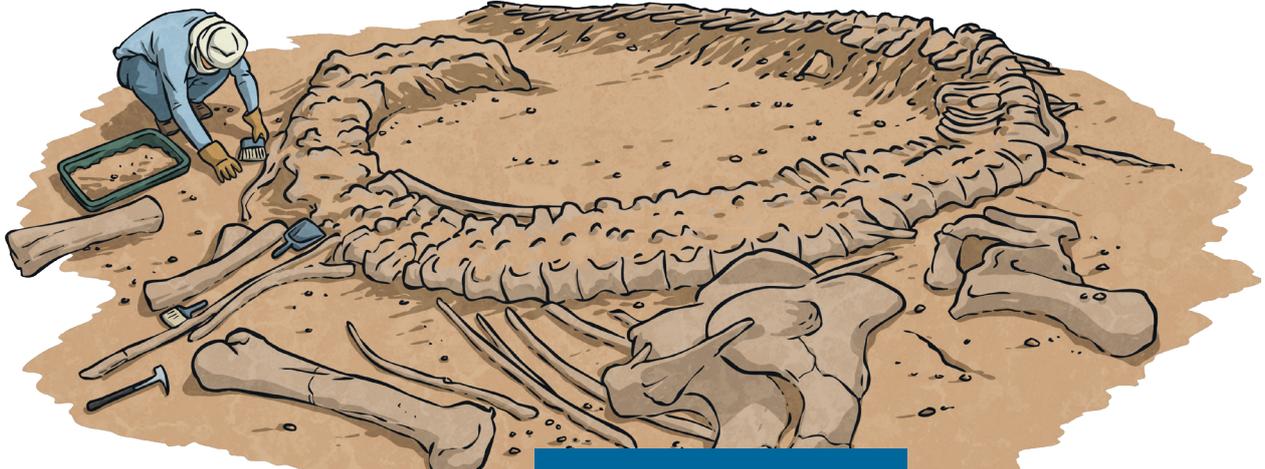
Today, palaeontologists search where fossils have already been found. They keep safe by wearing hard hats and using special equipment. New fossils are usually found by accident by people who are just out having fun at the beach or going for a walk.



We have learned a lot from palaeontologists:

We know that there were animals who lived millions of years ago, including the dinosaurs.

The climate became colder and the dinosaurs were not able to survive.



Dinosaurs became extinct due to a falling asteroid. When the asteroid fell, it caused the climate (weather) to change.

Did You Know?

Not all dinosaurs are dead. All the birds (including chickens) that are alive today are related to the dinosaurs!

Questions

1. What do palaeontologists study? Tick **one**.

- the stars
- animals
- fossils
- the ocean

2. What replaces the skeleton of an animal to make a fossil? Tick **one**.

- salt
- minerals
- rocks
- sand

3. What was the name of Mary Anning's dog? Tick **one**.

- Trey
- Troy
- Trevor
- Terry

4. What is it called when lots of rocks fall at once from a cliff?

5. Look at the **What Have We Learned from Palaeontologists** section.

Find and **copy** a word that means **no longer alive**.

6. Which animal is related to dinosaurs? Tick **one**.

- elephants
- horses
- dogs
- chickens

7. Explain in your own words how dinosaurs became extinct.

Answers

1. What do palaeontologists study? Tick **one**.

- the stars
- animals
- fossils**
- the ocean

2. What replaces the skeleton of an animal to make a fossil? Tick **one**.

- salt
- minerals**
- rocks
- sand

3. What was the name of Mary Anning's dog? Tick **one**.

- Trey**
- Troy
- Trevor
- Terry

4. What is it called when lots of rocks fall at once from a cliff?

landslide

5. Look at the **What Have We Learned from Palaeontologists** section.

Find and **copy** a word that means **no longer alive**.

extinct

6. Which animal is related to dinosaurs? Tick **one**.

- elephants
- horses
- dogs
- chickens**

7. Explain in your own words how dinosaurs became extinct.

Pupil's own response, such as: Dinosaurs became extinct because an asteroid fell to Earth and caused the climate to change. The weather got colder and the dinosaurs couldn't survive.

Palaeontology

What Is a Palaeontologist?



Mary Anning

A palaeontologist is a scientist who learns about life on Earth by studying fossils. Fossils are the preserved remains of plants, animals and other living things. When living things die, the soft parts of the body dissolve into the ground. The hard parts, such as a skeleton, however do not and are covered over the years by rock called sediment. More and more sediment builds-up over time and squashes the hard parts down and they eventually turn into a rock. The hard parts gradually dissolve and minerals leave a model of the original bone which is called a fossil. Palaeontologists dig up the fossils and use them to learn about how the Earth and living things have changed over time.

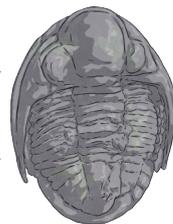
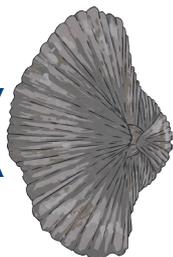
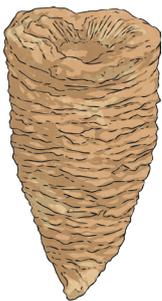
Dangers

Finding fossils was a dangerous activity. Palaeontologists have to take care when searching for fossils. The surfaces that they work on can be slippery and unstable. There is always a danger too that rocks will fall from above in a landslide and hurt the scientists working below.

Mary Anning, who lived in the 1700s, was one of the first palaeontologists. She made many incredible discoveries and is thought of as one of the greatest fossil hunters to have ever lived. She would spend her time searching the coast in Dorset with her dog, Trey, and on one occasion, she narrowly missed being killed by a landslide (where lots of rocks fall at once from the cliff).

Modern Palaeontology

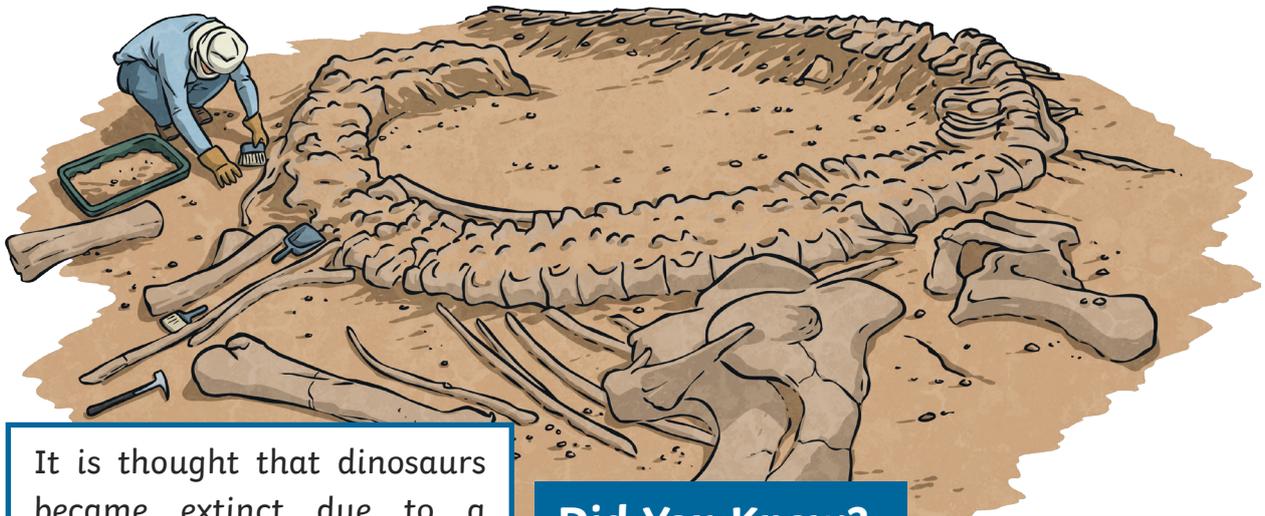
Modern palaeontologists don't often go out searching for fossils like Mary Anning did. They search on existing sites where fossils have already been found. They take safety precautions such as wearing hard hats, using special equipment and checking the times of tides so that they don't become isolated in remote locations. New fossils are usually found by accident by people who are simply going for a walk who are not palaeontologists at all.



We have learned a lot from palaeontologists:

We know that there were animals who lived millions of years ago, the most fascinating of which are the dinosaurs.

We understand more about dinosaurs. For example, how they looked, what they ate and how they lived.



It is thought that dinosaurs became extinct due to a falling asteroid. The impact of the asteroid was so huge that it changed the climate (weather) around the world. The climate became colder and the dinosaurs were not able to survive.

Did You Know?

Not all dinosaurs are dead. All the birds (including chickens) that are alive today are related to the dinosaurs! Even the dinosaurs that did not fly, like the T-Rex, have similarities with modern birds such as hollow bones.

Questions

1. What is a palaeontologist? Tick **one**.

- an architect
- a historian
- a scientist
- a doctor

2. What word is used to describe the rocks that form fossils? Tick **one**.

- minerals
- sediment
- salt
- stones

3. **Look at the first paragraph.**

Find and copy a word that means **slowly**.

4. Why do palaeontologists study fossils?

5. Where did Mary Anning search for fossils? Tick **one**.

- Devon
- Dorset
- Suffolk
- Somerset

6. Name **two** ways in which modern palaeontology is safer today than in the past.

7. What have palaeontologists taught us about dinosaurs? Use evidence from the text to support your answer.

8. What have birds today and the T-Rex got in common? Tick **one**.

- wings
- heavy bones
- short legs
- hollow bones

Answers

1. What is a palaeontologist? Tick **one**.

- an architect
- a historian
- a scientist**
- a doctor

2. What word is used to describe the rocks that form fossils? Tick **one**.

- minerals
- sediment**
- salt
- stones

3. **Look at the first paragraph.**

Find and copy a word that means **slowly**.

gradually

4. Why do palaeontologists study fossils?

To learn about how the Earth and living things have changed over time.

5. Where did Mary Anning search for fossils? Tick **one**.

- Devon
- Dorset**
- Suffolk
- Somerset

6. Name **two** ways in which modern palaeontology is safer today than in the past.

Modern palaeontology is safer today because...

Answer should include two of the following:

- **they search on existing sites where fossils have already been found**
- **they wear hard hats**
- **they use special equipment**
- **they check the times of the tides**

7. What have palaeontologists taught us about dinosaurs? Use evidence from the text to support your answer.

Pupil's own response, such as: Scientists have taught us that dinosaurs lived millions of years ago but that when an asteroid fell to Earth, it changed the climate which meant that it was too cold for the dinosaurs to survive. They have also taught us that some animals that are alive today are related to dinosaurs, such as the chicken.

8. What have birds today and the T-Rex got in common? Tick **one**.

- wings
- heavy bones
- short legs
- hollow bones**

Palaeontology

What Is a Palaeontologist?



Mary Anning

A palaeontologist is a scientist who learns about life on Earth by excavating, studying and examining fossils. Fossils are the preserved remains of dead organisms such as plants, animals and bacteria. When living things die, the soft parts of the body decompose into the ground. Under certain conditions however, the hard parts, such as a skeleton, become buried by rock called sediment. As more and more sediment builds-up over time, the hard parts begin to compact and eventually turn into a rock. The hard parts are dissolved by water seeping through the rock and are replaced by minerals which leave an imprint of the bone known as a fossil.

This process is called fossilisation. Palaeontologists dig up the fossils and use them to learn about how the Earth and living things have changed over time.

Finding fossils was, and can still be, a treacherous activity. Palaeontologists have to take care when searching for fossils. The surfaces that they work on can be slippery and unstable. There is always a danger too that rocks will fall from above creating a potentially dangerous situation for those working below.

Mary Anning, who lived in the 1700s, was one of the first palaeontologists. Born to poor parents, she would spend most days searching the beaches where she lived in Dorset for what she called 'curiosities'; unusual things. At the age of 12, she discovered the fossil of an ancient reptile called an ichthyosaur. She went on to make many incredible discoveries in her and is thought of as one of the greatest fossil hunters to have ever lived. During one of her searches, she narrowly missed being crushed and killed by a landslide.

Modern palaeontologists don't often go out searching for fossils like Mary Anning did. They search on existing sites where fossils have already been found. They take safety precautions such as wearing hard hats, using sophisticated equipment and checking the times of tides so that they don't become isolated in remote locations. New fossils are usually found by accident by people who are simply going for a walk who are not palaeontologists at all.

Palaeontologists have taught us a great deal about what life on Earth was like millions of years ago. We know that there were animals who lived millions of years ago, the most fascinating of which are the dinosaurs. Thanks to

palaeontologists, we understand more about dinosaurs; how they might have looked, what they ate and how they lived.

It is thought that dinosaurs became extinct when an asteroid collided with Earth. The impact of the asteroid was so huge that it changed the climate around the world. This is supported by evidence of a thin layer of sedimentary rock around the Earth which contains the metal iridium. This metal is rarely found in the Earth's crust but is very common in asteroids. The climate became colder and the dinosaurs were not able to survive.



Did You Know?

Not all dinosaurs are dead. The avian (flying) dinosaurs did not die out. All the birds (including chickens) that are alive today are related to the dinosaurs! Even the dinosaurs that did not fly, like the T-Rex, have similarities with modern birds such as hollow bones.

Questions

1. What happens to the soft parts of dead animals?

2. Look at the second paragraph.

Find and **copy** a word that means **dangerous**.

3. Why do you think Mary Anning is thought of **as one of the greatest fossil hunters to have ever lived**.

4. Fill in the **missing** words in this sentence:

They take safety _____ such as wearing hard hats, using sophisticated _____ and checking the times of tides so that they don't become _____ in remote locations.

5. How many years ago did were dinosaurs alive? Tick **one**.

- thousands
- billions
- millions
- hundreds

6. Why do scientists believe that an asteroid hit Earth? Use evidence from the text to support your answer.

7. What did palaeontologists learn about the T-Rex's legs? Tick **one**.

- They were long.
- They were heavy.
- They were hairy.
- They were hollow.

8. Would you like to be a palaeontologist? Give reasons from the text to support your answer.

Answers

1. What happens to the soft parts of dead animals?

They decompose.

2. Look at the second paragraph.

Find and copy a word that means **dangerous**.

treacherous

3. Why do you think Mary Anning is thought of **as one of the greatest fossil hunters to have ever lived**.

Pupil's own response, such as: I think that Mary Anning is thought of as one of the greatest fossil hunters because it says in the text that she discovered the ichthyosaur at the young age of 12 and that she made many incredible discoveries in her life. She put herself in danger in search of fossils which shows that she was passionate about what she did.

4. Fill in the **missing** words in this sentence:

They take safety **precautions** such as wearing hard hats, using sophisticated **equipment** and checking the times of tides so that they don't become **isolated** in remote locations.

5. How many years ago did we dinosaurs live? Tick **one**.

- thousands
 billions
 millions
 hundreds

6. Why do scientists believe that an asteroid hit Earth? Use evidence from the text to support your answer.

Pupil's own responses, such as: Scientists believe that an asteroid hit Earth because there is a thin layer of sedimentary rock around the Earth that contains iridium. This is not a metal that is found on Earth usually but it is common on asteroids which would suggest that it is there because of the collision.

7. What did palaeontologists learn about the T-Rex's legs? Tick **one**.

- They were long.
 They were heavy.
 They were hairy.
 They were hollow.

8. Would you like to be a palaeontologist? Give reasons from the text to support your answer.

Pupil's own response, such as: Yes, I would like to be a palaeontologist because you get to discover things about what Earth used to be like which I would find fascinating. I would also enjoy working outdoors and digging up fossils from the ground.

No, I would not like to be a palaeontologist because it says in the text that it can be dangerous and that they have to wear protective clothing such as hard hats. I would not like to work outdoors digging up fossils as I do not like to get dirty.

Fossils

Fossils are shapes of dead animals and plants that lived millions of years ago made in rock. Usually when something dies it is eaten or decays and disappears. However, when an animal or plant dies it can get covered over and, over millions of years, become a fossil.

Dinosaurs

- Fossils are really important to know what happened a long time ago.
- Without fossils we would not even know that dinosaurs existed!
- People who study fossils are called palaeontologists.
- Palaeontologists started studying fossils 200 years ago, so we've only known about dinosaurs for 200 years!



Did you know?

- 'Sue' is the nickname given to most complete and best preserved Tyrannosaurus Rex specimen ever found.
- The word 'fossil' comes from an old word 'fossilis', meaning 'dug up'.
- Fossils are only found in sedimentary rock.
- The fossils in the pictures are called ammonites. It is the town symbol for Whitby in North Yorkshire. Whitby is good for fossil hunting and long ago, people thought that the ammonites were snakes turned to stone by St. Hilda!

How a Fossil is Made

When a plant or animal dies, their body can sink into mud or be buried by sand. This usually happens at the bottom of the sea. When this happens it doesn't disappear. When it is underground, water and minerals leak into the bones and where bits of body used to be. This makes a hard shape. Next, the fossil gets squashed under more layers of sand, mud and other bits that make sedimentary rock. Finally, over many, many millions of years a fossil is created for someone to dig up one day.

Fossils Questions

1. How long have we known about dinosaurs? Tick one.

- 200 million years
- 200 thousand years
- 200 years
- 200 days

2. What is the name of a person who studies fossils?

3. What is the nickname of the best preserved Tyrannosaurus rex skeleton? Tick one.

- Sam
- Sue
- Sylvia
- Sandra

4. Fossils got their name from the old word fossilis which is an old word meaning... Tick one.

- fossils
- dug up
- buried
- old

5. Tick the boxes to say whether the sentences are true or false.

True False

- Some people used to think ammonites were snakes turned into stone.
- Whitby is a town in South Yorkshire.
- Fossils can't be made under the sea.
- Fossils take millions of years to make.

6. Why weren't fossilised animals or plants eaten by other animals?

7. The author used an exclamation mark at the end of the Did You Know... ? section to make it sound surprising. Why is that sentence surprising?

Fossils Answers

1. How long have we known about dinosaurs? Tick one.

- 200 million years
- 200 thousand years
- 200 years
- 200 days

2. What is the name of a person who studies fossils?

A person who studies fossils is called a palaeontologist.

3. What is the nickname of the best preserved Tyrannosaurus rex skeleton? Tick one.

- Sam
- Sue**
- Sylvia
- Sandra

4. Fossils got their name from the old word fossilis which is an old word meaning... Tick one.

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True False

- Some people used to think ammonites were snakes turned into stone.
- Whitby is a town in South Yorkshire.
- Fossils can't be made under the sea.
- Fossils take millions of years to make.

6. Why weren't fossilised animals or plants eaten by other animals?

They were buried under mud or sand.

7. The author used an exclamation mark at the end of the Did You Know... ? section to make it sound surprising. Why is that sentence surprising?

Accept any response that refers to this being a strange thing to believe, such as: 'It does not seem possible to turn snakes into stone. It could seem strange that people believed this.'

Fossils

Fossils are shapes of dead animals and plants that lived millions of years ago made in rock. Usually when something dies it is eaten or decays and disappears. However, when an animal or plant dies and gets covered over, it can stay there and over time, become a fossil.

Dinosaurs

Fossils are really important in understanding what has happened a long time ago. Without them we would not even know that dinosaurs existed! People who study fossils are called palaeontologists and these are the people who have found out what we now know about dinosaurs. However, this only started 200 years ago, so we've only known about dinosaurs for 200 years!



Did you know?

- 'Sue' is the nickname given to the most complete and best preserved Tyrannosaurus Rex specimen ever found.
- The word 'fossil' comes from an old word 'fossilis', meaning 'dug up'.
- Fossils are only found in sedimentary rock.
- The fossils in the pictures are called ammonites. It is the town symbol for Whitby in North Yorkshire. Whitby is good for fossil hunting and long ago, people thought that the ammonites were snakes turned to stone by St. Hilda!

How a Fossil is Made

When some plants or animals die, their body sinks into mud or is buried by sand. This often happens at the bottom of the sea and stops it from rotting or being eaten by other animals. Whilst it is underground, water and minerals seep into the bones and where the bones and body used to be, to make a hard shape. This is squashed under more layers of sand, mud and eventually rock over many, many millions of years.

Fossils Questions

1. Which one is closest in meaning to the word **decay**. Tick **one**.

- fossil
- rot
- disappear
- die

2. Use the text to fill in the blanks:

Fossils are made when a dead animal or plant gets _____.

3. Explain in your own words why we have only known about dinosaurs for 200 years.

4. What does the Latin word 'fossilis' mean?

5. What is the name of the place that is good for fossil hunting? Tick **one**.

- St Hilda
- Whitby
- Ammonites
- Sedimentary

6. What is the name of the spiral shaped fossil pictured in the text? Tick **one**.

- immonites
- ammonites
- sue
- minerals

7. Why aren't there any fossils of cats that lived twenty years ago?

Fossils Questions

8. Number the boxes to show the order in which fossils are created. The first one has been done for you.

- It is squashed under more layers of sand and mud.
- Minerals and water seep into the bones and where the bones used to be.
- The layers of sand and mud turn into rock, and create a fossil.
- Their body sinks into the mud or sand.
- A plant or animal dies.

Fossils Answers

1. Which one is closest in meaning to the word **decay**. Tick **one**.

- fossil
- rot**
- disappear
- die

2. Use the text to fill in the blanks:

Fossils are made when a dead animal or plant gets **covered over**.

3. Explain in your own words why we have only known about dinosaurs for 200 years.

Accept responses that refer to the link between fossils being discovered and dinosaurs, such as: 'We have only known about dinosaurs for 200 years because dinosaurs lived so long ago that fossils are the only evidence of them that has survived this long. So when fossils of dinosaurs were discovered, no one before that had known that they had existed.'

4. What does the Latin word 'fossilis' mean?

The Latin word 'fossilis' means 'dug up.'

5. What is the name of the place that is good for fossil hunting? Tick **one**.

- St Hilda
- Whitby
- Ammonites
- Sedimentary

6. What is the name of the spiral shaped fossil pictured in the text? Tick **one**.

- immonites
- ammonites
- sue
- minerals

7. Why aren't there any fossils of cats that lived twenty years ago?

Accept any response that refers to fossils taking a long time to form, such as: 'There are no fossils of cats from twenty years ago because fossils take millions of years to make. Twenty years isn't long enough to make a fossil.' Number the boxes to show the order in which fossils are created. The first one has been done for you.

8. Number the boxes to show the order in which fossils are created. The first one has been done for you.

- 4 It is squashed under more layers of sand and mud.
- 3 Minerals and water seep into the bones and where the bones used to be.
- 5 The layers of sand and mud turn into rock, and create a fossil.
- 2 Their body sinks into the mud or sand.
- 1 A plant or animal dies.

Fossils

Fossils are preserved remains of animals and plants that lived millions of years ago made in sedimentary rock. Usually when something dies it is eaten or decays and therefore disappears. However, when an animal or plant dies it can get covered over with mud or sand, it can stay there and over a long time, become a fossil.

Dinosaurs

Fossils are essential to understanding about life a long time ago. Without them we would not even know that dinosaurs existed! People who study fossils are called palaeontologists and these are the people who have found out what we now know about dinosaurs. However, this only started 200 years ago, so we've only known about dinosaurs for 200 years!



Did you know?

- 'Sue' is the nickname given to most complete and best preserved Tyrannosaurus Rex specimen ever found.
- The word 'fossil' comes from an old word 'fossilis', meaning 'dug up'.
- Fossils are only found in sedimentary rock.
- The fossils in the pictures are called ammonites. It is the town symbol for Whitby in North Yorkshire. Whitby is good for fossil hunting and long ago, people thought that the ammonites were snakes turned to stone by St. Hilda!

How a Fossil is Made

When a plant or animal dies, their body sinks into mud or is buried by sand. This usually happens on the sea bed. Being buried preserves it from rotting or being eaten by other animals. Whilst it is underground, water and minerals seep into the bones and where the bones and body used to be and make a hard shape. This is squashed under more layers of sand, mud and eventually rock over many, many millions of years. Much later, palaeontologists or fossil hunters may find it as the rock in which it is encased becomes unearthed.

Fossils Questions

1. What does a palaeontologist do?

2. Which one is closest in meaning to the word **preserved**. Tick **one**.

- before serving someone
- kept in its original state
- dies
- historic

3. Who is Sue?

4. Why do you think that the people of Whitby thought that the ammonites were snakes turned into stone by St. Hilda?

5. Why did the author use an exclamation mark at the end of the **Did You Know...?** section?

6. Read the **How a Fossil is Made** section. What does the word **seep** mean?

7. Tick the boxes to say whether the sentences are true or false.

- | True | False | |
|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | The word 'fossilis' means buried. |
| <input type="radio"/> | <input type="radio"/> | Ammonites are the symbol of the town Whitby. |
| <input type="radio"/> | <input type="radio"/> | Fossils can be found in all type of rocks. |
| <input type="radio"/> | <input type="radio"/> | Fossils take hundreds of years to form. |

8. Explain in your own words how a fossil is created.

Fossils Answers

1. What does a palaeontologist do?

A palaeontologist studies fossils.

2. Which one is closest in meaning to the word **preserved**. Tick **one**.

- before serving someone
- kept in its original state**
- dies
- historic

3. Who is Sue?

Sue is the best preserved Tyrannosaurus Rex skeleton ever found.

4. Why do you think that the people of Whitby thought that the ammonites were snakes turned into stone by St. Hilda?

Pupil's own response, that refers to the images such as: 'I think the people of Whitby thought ammonites were snakes turned into stone by St. Hilda because they are a spiral shape and they look like a curled up snake without a head.'

5. Why did the author use an exclamation mark at the end of the **Did You Know...?** section?

Pupil's own response that refers to it being a surprising fact, such as: 'The author used an exclamation mark to show surprise because it is surprising to us today that anyone could believe that snakes could turn to stone.'

6. Read the **How a Fossil is Made** section. What does the word **seep** mean?

Accept responses that refer to a liquid flowing slowly into the bones/space.

7. Tick the boxes to say whether the sentences are true or false.

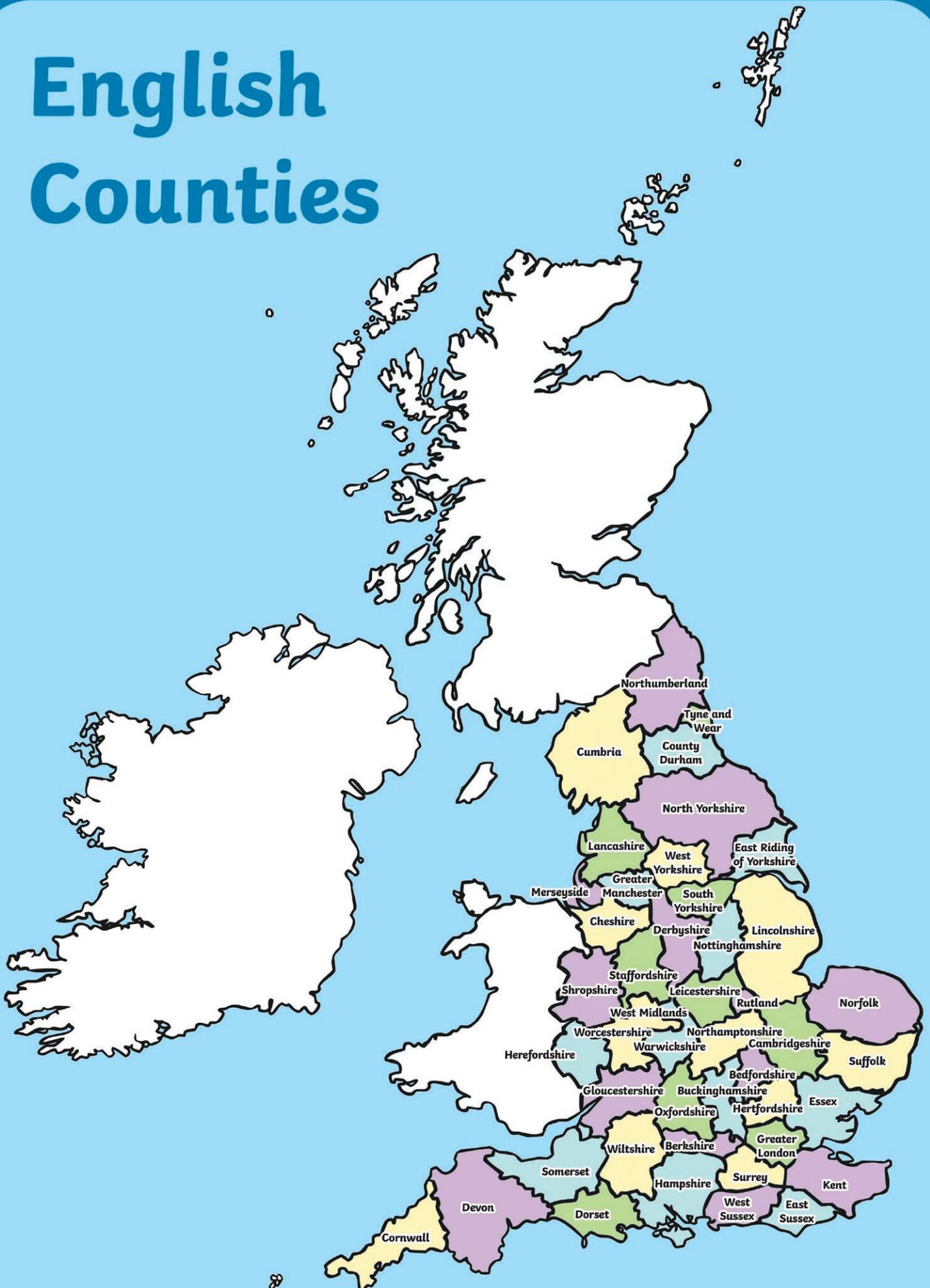
True False

- The word 'fossilis' means buried.
- Ammonites are the symbol of the town Whitby.
- Fossils can be found in all type of rocks.
- Fossils take hundreds of years to form.

8. Explain in your own words how a fossil is created.

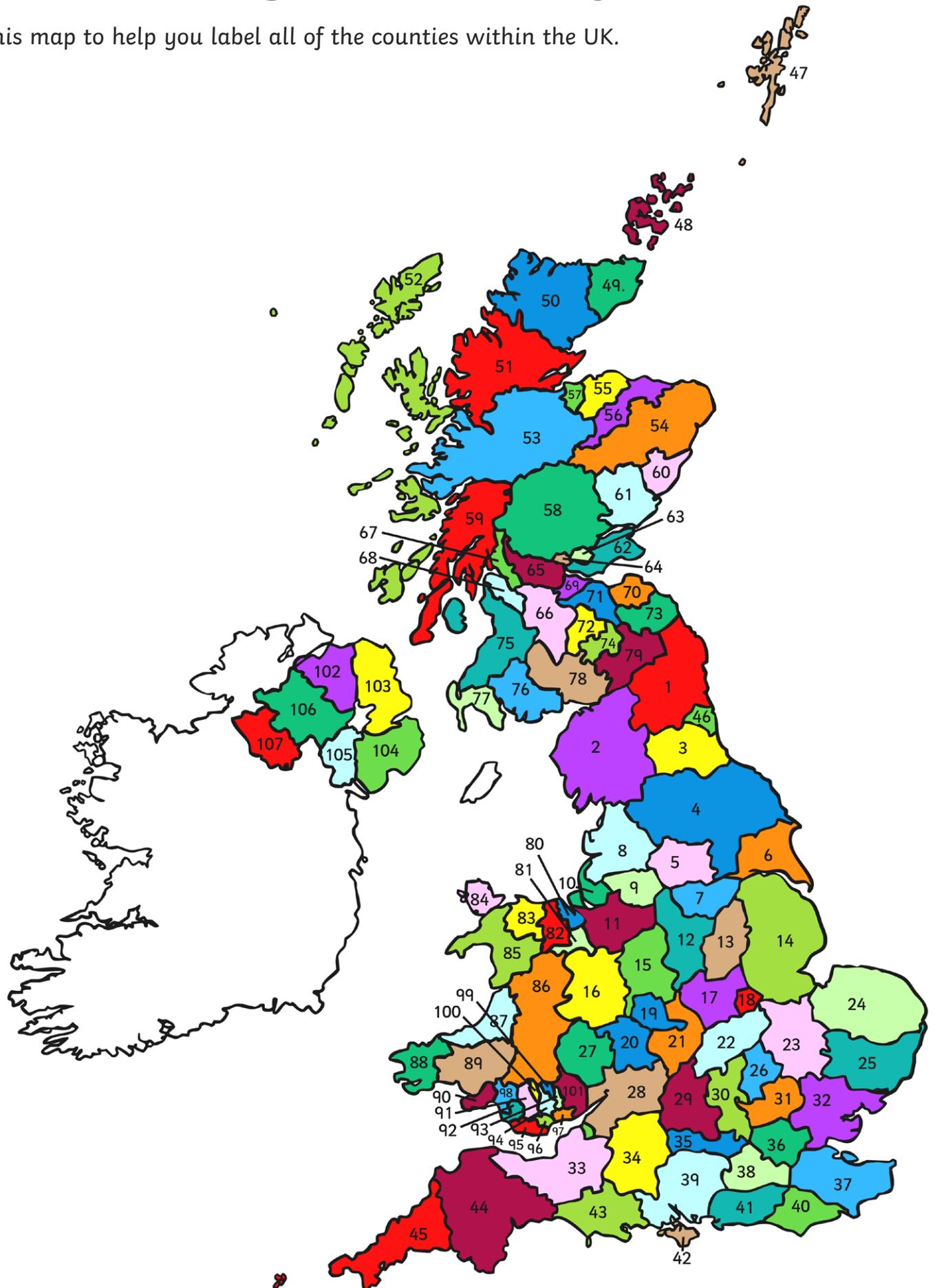
Accept responses that correctly order the events of fossil creation, such as: 'A fossil is created when a plant or animal dies and becomes covered by mud or sand. After some time, water and minerals seep into the bones or space that was left by the living thing. This then gets squashed under more mud and sand and after millions of years it becomes sedimentary rock. Finally, it is dug up by a palaeontologist or fossil hunter.'

English Counties



Labelling Counties of The UK

Use this map to help you label all of the counties within the UK.



Labelling Counties of The UK

Use this map to help you label all of the counties within the UK.

| | |
|-----|-----|
| 1. | 28. |
| 2. | 29. |
| 3. | 30. |
| 4. | 31. |
| 5. | 32. |
| 6. | 33. |
| 7. | 34. |
| 8. | 35. |
| 9. | 36. |
| 10. | 37. |
| 11. | 38. |
| 12. | 39. |
| 13. | 40. |
| 14. | 41. |
| 15. | 42. |
| 16. | 43. |
| 17. | 44. |
| 18. | 45. |
| 19. | 46. |
| 20. | 47. |
| 21. | 48. |
| 22. | 49. |
| 23. | 50. |
| 24. | 51. |
| 25. | 52. |
| 26. | 53. |
| 27. | 54. |

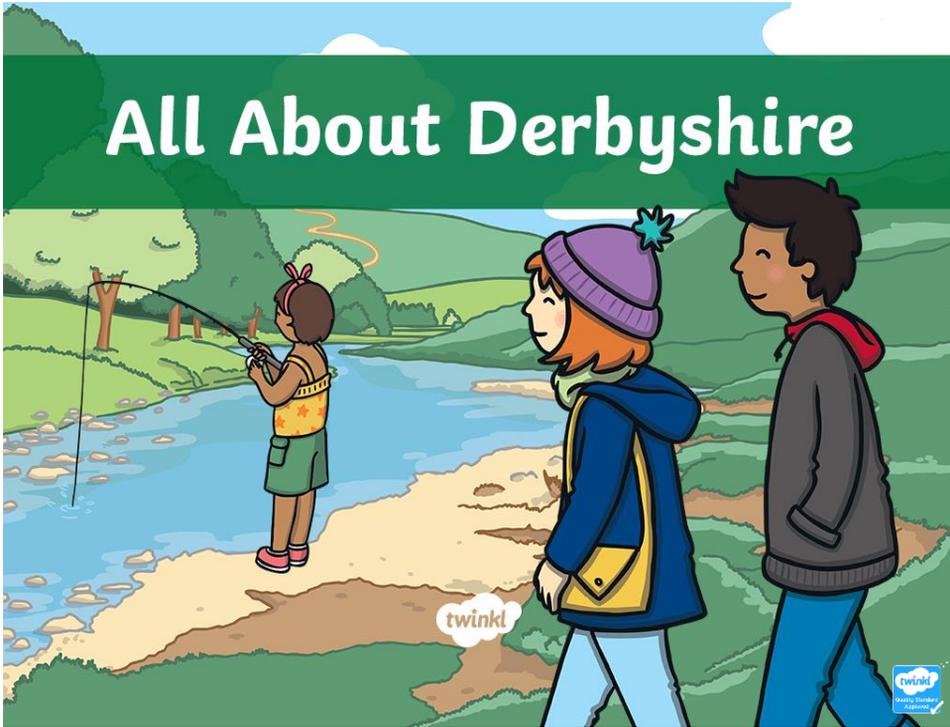
Labelling Counties of The UK

Use this map to help you label all of the counties within the UK.

| | |
|-----|------|
| 55. | 82. |
| 56. | 83. |
| 57. | 84. |
| 58. | 85. |
| 59. | 86. |
| 60. | 87. |
| 61. | 88. |
| 62. | 89. |
| 63. | 90. |
| 64. | 91. |
| 65. | 92. |
| 66. | 93. |
| 67. | 94. |
| 68. | 95. |
| 69. | 96. |
| 70. | 97. |
| 71. | 98. |
| 72. | 99. |
| 73. | 100. |
| 74. | 101. |
| 75. | 102. |
| 76. | 103. |
| 77. | 104. |
| 78. | 105. |
| 79. | 106. |
| 80. | 107. |
| 81. | |

Labelling Counties of The UK Answers

| | | | |
|-----------------------------|---------------------------------|------------------------|---------------------------|
| 1. Northumberland | 28. Gloucestershire | 55. Moray | 82. Denbighshire |
| 2. Cumbria | 29. Oxfordshire | 56. Banffshire | 83. County Conwy |
| 3. County Durham | 30. Buckinghamshire | 57. Nairn | 84. Isle of Anglesey |
| 4. North Yorkshire | 31. Hertfordshire | 58. Perthshire | 85. Gwynedd |
| 5. West Yorkshire | 32. Essex | 59. Argyll | 86. Powys |
| 6. East Riding of Yorkshire | 33. Somerset | 60. Kincardineshire | 87. Ceredigion |
| 7. South Yorkshire | 34. Wiltshire | 61. Angus | 88. Pembrokeshire |
| 8. Lancashire | 35. Berkshire | 62. Fife | 89. Carmarthenshire |
| 9. Greater Manchester | 36. Greater London | 63. Kinross-shire | 90. Swansea |
| 10. Merseyside | 37. Kent | 64. Clackmannanshire | 91. Rhondda Cynon Taff |
| 11. Cheshire | 38. Surrey | 65. Stirlingshire | 92. Bridgend County |
| 12. Derbyshire | 39. Hampshire | 66. Lanarkshire | 93. Torfaen |
| 13. Nottinghamshire | 40. East Sussex | 67. Dumbartonshire | 94. Caerphilly |
| 14. Lincolnshire | 41. West Sussex | 68. Renfrewshire | 95. Vale of Glamorgan |
| 15. Staffordshire | 42. Isle of Wight | 69. West Lothian | 96. Cardiff |
| 16. Shropshire | 43. Dorset | 70. East Lothian | 97. Newport City |
| 17. Leicestershire | 44. Devon | 71. Midlothian | 98. Neath and Port Talbot |
| 18. Rutland | 45. Cornwall | 72. Peeblesshire | 99. Blaenau Gwent |
| 19. West Midlands | 46. Tyne and Wear | 73. Berwickshire | 100. Merthyr Tydfil |
| 20. Worcestershire | 47. Shetland Islands | 74. Selkirkshire | 101. Monmouthshire |
| 21. Warwickshire | 48. Orkney Islands | 75. Ayrshire | 102. Derry/Lononderry |
| 22. Northamptonshire | 49. Caithness | 76. Kirkcudbrightshire | 103. Antrim |
| 23. Cambridgeshire | 50. Sutherland | 77. Wigtonshire | 104. Down |
| 24. Norfolk | 51. Ross-shire and Cromartysire | 78. Dumfriesshire | 105. Armagh |
| 25. Suffolk | 52. Hebrides | 79. Roxburghshire | 106. Tyrone |
| 26. Bedfordshire | 53. Inverness-shire | 80. Flintshire | 107. Fermanagh |
| 27. Herefordshire | 54. Aberdeenshire | 81. Wrexham County | |



The United Kingdom

The United Kingdom is split into 4 countries.

Each of these countries are then divided into **counties**.

A county is an area of land that includes a number of cities and towns.

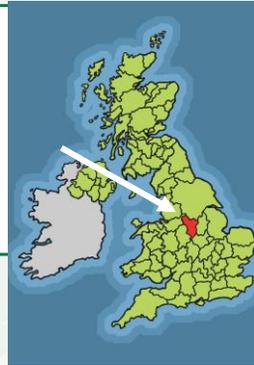
The slide features a white box with a green header and two text boxes. On the left is a map of the UK with the four countries labeled: Scotland, Northern Ireland, Wales, and England. On the right is a map of the UK showing the county boundaries within each country. The 'twinkl.com' logo is in the bottom right corner.

Where is Derbyshire

Derbyshire is a county in the middle of England known as the East Midlands.

It borders with seven other counties.

- Greater Manchester
- West Yorkshire
- South Yorkshire
- Nottinghamshire
- Leicestershire
- Staffordshire
- Cheshire



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Which Places Are in Derbyshire?

There are several cities and towns in the county of Derbyshire. Here are some of the most well-known.

Bakewell: A small town in Derbyshire that is famous for its 'Bakewell Puddings'.



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Physical Geography

What is physical geography?
Physical geography includes natural features of the Earth.

The Peak District: It is mostly in Derbyshire but is also within some other counties. It is a hilly and mountainous area with peaks of 500-600 metres. The highest point in the Peak District is called Kinder Scout.



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Physical Geography

The River Derwent is the county's longest river at 66 miles. It mostly flows through the Peak District.
Dovedale: It is a **valley** in the Peak District. Every year over 1 million visitors come to the area. The valley was created by the River Dove. There are also **caves** to visit in the area; some are called Dove Holes.

valley - A low area between two hills.

caves - A natural hole in the ground big enough for a human to fit inside.



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Human Geography

What is human geography?



Bolsover Castle:
It was built in the early 17th century. It was designed to be spectacular.
It is now open to the public.



Heights of Abraham:
It is a hilltop park on the top of Masson Hill which can be reached by cable cars. There are amazing views to be seen as well as caverns to be visited.



Chatsworth House:
The house is home to the Duke and Duchess of Devonshire. It has been in the family for 16 generations.

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Tourists

Many people visit Derbyshire. Some come and visit for the day, whereas others choose to holiday there.

There are so many different things to do.
What would you choose to do?



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