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| **Year 3** **Fieldwork** |
| **Links made with other subjects** | Maths: StatisticsComputing: Data and informationScience: Plants and animals  |
| **The BIG Question** | How has our local area changed and how could we improve our school environment?  |
| **The BIG Outcome** | Children to demonstrate the knowledge they have learnt this unit to answer the big question using evidence. This could include: creating a presentation; deliver a class assembly persuading parents; creating a piece of persuasive writing (if linked to current English topic).  |
| **Geography objectives**(link to NC)  | * Name and locate counties and cities near me.
* Know my geographical region.
* Understand how some aspects of my local area have changed over time.
* Use maps, atlases, globes and digital/computer mapping to locate different areas.
* Describe features studied: suburb, village, roads, housing.
* Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of my local area.
* Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
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| **Prior knowledge**What prior knowledge is needed for children to be successful in this unit?  | Children already know:* Y1 – Who are we and where are we? (UK knowledge)
* Y1 – Town Mouse, Country mouse (and Seaside Mouse too!) – (Local comparison study)
* Y1 – Fieldwork
* Y2 – Where in the world are we? (Continents and oceans)
* Y2 – Fieldwork
* Y3 – History: Industrial Revolution
* Y3 – DT: Structures – Greenhouses.
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| **Future learning**Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts | This unit gives prior knowledge to:* Y4 – Fieldwork
* Y4 – Why settle here? (Settlements)
* Y5 – Our Yorkshire (Comparing Idle and Clapham)
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| **Geographical strands** | Geographical Skills* Identify the features in my area.
* Notice environmental issues around me.
* Make observations about changes in my local environment.
* To record data about my local area.
* To present data using graphs and digital technologies.

Locational Knowledge* To know I live in Yorkshire
* To know Idle is in North Bradford

Place Knowledge* To use present and past photographs including aerial photographs.
* To recognise human features.
* To recognise physical features.

Environmental, human and physical geography* To recognise human risks to the environment.
* To suggest solutions/ actions that could reduce these risks.
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| **Vocabulary/ Glossary** | settlement, hamlet, suburb, village, conurbation, environment, responsibility, pollution, habitats, rural, urban.  |
| **Knowledge** (see italics for knowledge to remember) | The knowledge that children will learn and remember:1. Idle is in North Bradford which is in Yorkshire.
2. Rural areas often have lower impact on the environment than urban areas especially when it comes to wildlife and nature as there are less buildings, less roads, less noise etc.
3. Know that loss of animal habitat and green spaces is a key environmental issue across the globe.
4. Look at past and present pictures to know how Idle has grown and changed.
5. Notice changes in the environment around me: roads and new housing developments.
6. Children conduct a nature survey of our school grounds: trees (types?) and plants (types?). Children present their findings.
7. Children conduct observations around school taking pictures of places that they thing would help wildlife or nature / not help wildlife or nature.
8. Know ways to improve environmental issues.
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| **SEND expectations** | 1. Idle is in North Bradford which is in Yorkshire.
2. Know that loss of animal habitat and green spaces is a key environmental issue across the globe.
3. Children conduct a nature survey of our school grounds: trees (types?) and plants (types?)
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| **Teaching ideas/ resources** | 1. See fieldwork project in Geography folder.
2. Pic Collage of the features around our school.
3. Conduct a learning walk around our local area.
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| **Suggested sequence of learning** | Week 1 G - To make and record observations of our school environmentM - To collect data * contextual hook about Idle, rural vs urban, habitat
* iPads – trail around school grounds – what vegetation can you see use app Picture this to identify. Record on pic Collage.
* Discuss and create list of what you saw

Week 2G – To record data M – To use a tally chart * Back outside – use tally chart to collect data about which plants/ trees (loss of habitats text?)
* In class – write statements How many more, how many fewer? most popular, least popular

Week 3 G – To present data using graphs M – To construct a bar chart * GP – give a tally with part constructed e.g. of bar chart for chn to complete.
* Use tally from last lesson – create a bar chart

Week 4 G- To notice patterns in my environment M – To solve one step and 2 step questions * Use bar chart constructed yesterday to answer how many more, how many fewer

Week 5 G – To notice environmental issues around me M – To solve one step and 2 step questions * provide bar chart of vegetation around Ilkley Moor
* Children compare the bar charts
* Draw conclusion we have less because urban – consider impact– make suggestions to improve.
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