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| **Year 4**  **Fieldwork** | |
| **Links made with other subjects** | Maths: Statistics  Computing: Data and information  PSHE: Rights and Responsibilities (How do we make a difference?) |
| **The BIG Question** | What impact do we have on our local area? How can we improve our impact on the local area? |
| **The BIG Outcome** | Children to answer the BIG QUESTION to this using evidence from their fieldwork unit, the knowledge they have learnt. 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 Idle. * 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. |
| **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 – Fieldwork * Y4 – Why settle here? (Settlements) |
| **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:   * Y5 – Our Yorkshire (Compare Ingleborough and Clapham) * Y5 – Fieldwork * Y6 - Rainforests |
| **Geographical strands** | Geographical Skills   * Notice environmental issues around me and make links to the wider world. * Make observations about threats to the environment around me. * To collect, record and present data about my local area. * To present data using graphs and digital technologies.   Locational Knowledge   * To locate different places in my local area on a map.   Place Knowledge   * To recognise human risks to the environment.   Environmental, human and physical geography   * To identify and prioritise human risks to the environment. * To know what happens in my area impacts the wider environment. * To suggest and justify solutions/ actions that could reduce these risks. |
| **Vocabulary/ Glossary** | Settlement, suburb, city, conurbation, environment, responsibility, pollution, risks, threat, data, change, impact |
| **Knowledge**  (see italics for knowledge to remember) | The knowledge that children will learn and remember:   1. Urban areas often have a higher impact on the environment than rural areas when it comes to pollution as they have a higher population and people travel into the city to work. Because of this many cities are introducing clean air zones. Children may explore Bradford’s clean air zone: its boundaries, rules etc. 2. Know pollution is a key environmental issue across the globe. Each area contributes to the wider world issue. It is harmful to our health: lungs, heart. It impacts the environment: loss of habitat, food. Greenhouse gas pollution causes climate change and affects the entire planet. 3. Children could conduct a survey of cars in our car park over a week / at different times of the day: identify high points: days/ times. Compare this to the activity at that time or something similar. 4. Children present their findings in an age appropriate way. 5. Children conduct a questionnaire to staff linked to their findings. Draw links to survey findings. 6. Children suggest ways to reduce pollution at our school: car sharing, walking, cycling etc |
| **SEND expectations** | 1. Urban areas have high pollution. 2. Pollution affects our world: global warming. 3. Car fumes make pollution worse. 4. We can reduce pollution by changing how we travel*.* |
| **Teaching ideas/ resources** | 1. See fieldwork project in Geography folder. 2. Conduct a learning walk around our local area. |