|  |
| --- |
| **Year 4** **Fieldwork** |
| **Links made with other subjects** | Maths: StatisticsComputing: Data and informationPSHE: 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.
 |