



**Year group: Year 4**  
**Term: Spring**  
**Subject: Fieldwork – Mapping changes in our local area**

### Prior learning

**EYFS** Children understand position through words alone. For example, “The bag is under the table,” – with no pointing. They will have described a familiar route and discuss routes and locations, using words like ‘in front of’ and ‘behind’. They will have looked at simple maps.

**Year 2** Chn will recap their use of a compass in Y2 when they map their local area. They will be able to create a map of their local area, with the school on the map.

**Year 3** – They will know about the current land use in the area around their school.

### What coes next?

**KS2** Children will 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 the United Kingdom and the wider world.

Children will use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods

### Key vocabulary

Survey, classification, residential, retail, commercial, industrial, storage entertainment, public authorities, vacant



### Notes and guidance

To cover this objective, chn can complete a fieldwork activity based around Blackheath. Compare the land-use in the area chosen with old maps and photographs of the same area to examine how the land-use has changed over time. Investigate why the land-use has changed. Undertake a survey of buildings and materials. Investigate what jobs people do within and beyond the school, in the local area. Sort them into categories and investigate where and how far people travel to work

Compare shops in the local area with the nearest city centre  
Interview/ question people who use the shops about the services/ types of shop provided/ shopping habits

Use Digimap to record the different findings – adding notes to maps, marking journeys takes, land use, adding photos, adding graphs of information they found out, etc

### Assessment

Draw a map of what you think you local area will look like in the future – how will it meet the needs of the people?

### Substantive Knowledge

I know how my local area has changed

I know why my local area has changed

I know the different uses of buildings and how they may have changed over time

### Disciplinary Knowledge

I know the reasons humans choose to settle in specific locations

I can see why land use has changed over time

I know geographers gather information from a range of primary and secondary sources

### Procedural Knowledge

I can read 6 figure grid reference

I can use the 8 points of a compass

I can read and write Co-ordinates to locate (map)

I can use a variety of sources to gather information about my local area

### Links to other curriculum areas

Down the Pit History – Links to how people lived in the Black Country

### Learning Outside the Classroom

Trip into Blackheath

### End Points

- To develop knowledge of the location of places around the world including their defining physical and human characteristics.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- To collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes and communicate this data in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- To interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)