Beech Hill Primary School Knowledge Organiser

Topic: Geography Locational Knowledge/ Key question	Year group	Term
Local area How and why is my local area changing?	Year 4	Autumn 10 to 12 sessions Collins & Planbee

Background knowledge

In Year 3 children have been using maps exploring physical and human features.

Purpose of the enquiry

The concept of change underpins the study of geography with its central paradigm of investigating the interaction of people and their environments. Pupils at Key Stage 1 can be introduced to the importance of change through their own personal geographies – of themselves and the people and places with which they engage at home, at school and within the immediate vicinity of where they live.

At Lower Key Stage 2 the concept of change can be developed and illustrated through the familiar surroundings of the pupil's school and grounds and its immediate local area. It is important to establish and build an understanding amongst the pupils of changes that occur in environments as a consequence of natural events (quite often natural disasters of one kind or another) over which people have little or no control, and changes that people choose to make as a means of improving the quality of life. In most schools there will be changes that can be charted over the years by using a wide range of digital and hardcopy resources, as well as by engaging with members of the community who may have witnessed those changes first-hand.

Similarly, spatial changes over time to the settlement in which the school is situated can be investigated through digital mapping programmes, fieldwork observation and recording using baseline maps at a variety of scales. Fieldwork in the local area provides an ideal context to introduce the idea of hypothesis generation and testing through data collection and interpretation – which is central to what geographers do. An example is given here of how teachers can engage young geographers in a carefully structured fieldwork investigation focusing on identifying and explaining variations in the quality of the environments pupils observe in the local area. This follows the enquiry process of identifying relevant data to collect, employing techniques to capture and present it and interpreting the results.

Finally this enquiry enables pupils to reflect upon the contribution that remote sensing technology used by satellites can make to understanding larger scale environmental change at a global level.

What should I already know?
Geographical enquiry • Children encouraged to ask simple geographical questions. • Use books, stories, maps, pictures/photos and internet as sources of information. • Investigate their surroundings • Make simple comparisons between features of different places. **Map Knowledge** Locate and name on UK map major features e.g. Newcastle, River Tyne, West Denton, North Sea. **Drawing maps** Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) **Direction/Location** Follow directions (as Year 1 and including NSEW) **Representation** To understand the need for a key.

National Curriculum Objectives / Key Skills	The Journey
Pupils will be taught: **Locational knowledge** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). **Human and physical geography** Describe and understand key aspects of:	1: To know why places change. 2: To know how my local area has changed in the past. 3: To explore economic activity as part of a local area study. 4: To know how my local area changed as a result of World War I. 5: To explore land use as part of a local area study.

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 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.
- 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.

Big question and key skills

Local area

Key Question:

How and why is my local area changing?

Geographical enquiry

- To suggest questions for investigating
- To use primary and secondary sources of evidence in their investigations.
- Investigate places with more emphasis on the larger scale; contrasting and distant places
- Collect and record evidence unaided
- Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life

Drawing maps

Begin to draw a variety of thematic maps based on their own data.

Using Maps

- Compare maps with aerial photographs.

6: To know how and why the quality of the environment changes in my local area.

7: To explore settlements as part of a local area study.

8: To explore rivers as part of a local area study.

9: To explore mountains and hills as part of a local area study.

10: To know how NASA images inform us of environmental changes on a global scale.

• Select a map for a specific purpose. • Begin to use atlases and online maps to find out about physical and human features of places. **Scale/Distance**. • Find/recognise places on maps of different scales. **Map Knowledge** Identify significant places and environments on a range of different maps.	

Outcomes
An overview of what children will know / can do **Working towards:** Children to know where the region and city they live in. To know how my local area has changed in the past, with support. Children to know how their local area changed as a result of World War I, supported. **Expected:** Children to know why places change. To know how my local area has changed in the past. I can explore economic activity as part of a local area study. Children to know how their local area changed as a result of World War I. To explore land use as part of a local area study. To know how and why the quality of the environment changes in my local area. **Exceeding**: To explore settlements as part of a local area study. To explore rivers as part of a local area study. To explore mountains and hills as part of a local area study. To know how NASA images inform us of environmental changes on a global scale.

Key Vocabulary

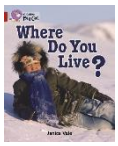
Key vocabulary / spellings.

- Map
- Symbol
- Key
- Compass,
- Postcode
- Address,
- Beech Hill
- Human features (man-made)
- Physical features
- North Sea
- Coast
- Beech Hill Primary School
- West Denton
- Harbour
- Port
- Tide
- Cliff

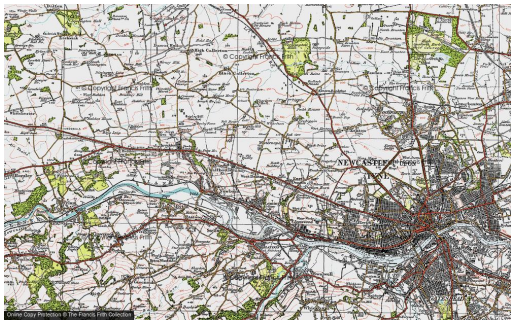
Text linked to topic

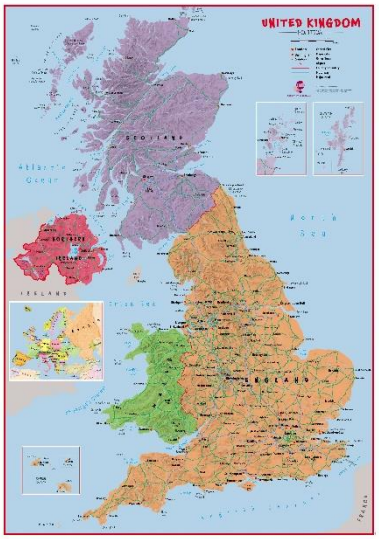
Where do you live?

Janice Vale



Timeline / Diagrams





Key people / places

West Denton
Newcastle
United Kingdom
Janice Vale
North Sea

Assessment questions / outcomes
• Can children explain the differences between human and physical geography? • Can children give examples of economic activities? • Do children understand the differences between imports and exports? • Can children describe the differences between commercial, industrial and residential areas? • Can children explain how the land around their school is used? • Can children name the different climate zones? • Do children know which climate they live in?