

Morpeth First School Knowledge Organiser

| Geography | Year group | Summer |
|-----------|------------|------------|
| Land Use | Year 3 | 6 sessions |

Background knowledge

Land use is the term used to describe the human use of land. It represents the economic and cultural activities (e.g., agricultural, residential, industrial, mining, and recreational uses) that are practiced at a given place.

Resources

Twinkl Planit

What should I already know?

Year 2

I can name and locate the world's 7 continents and 5 oceans. I understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.

I can use simple fieldwork to study the key human and geographical features of the area surrounding my school.

I can use basic geographical vocabulary to refer to key physical features such as: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and to key human features such as: city, town, village, factory, farm, house, office, port, harbour and shop.

Year 3

I can locate North and South America on a map and name volcanoes in these continents.

I can explain what happens when a volcano erupts and the effect that this might have on the local area.

I can use atlases and globes to locate and name European countries and I can name some European capital cities.

I am beginning to use stories, maps, pictures, photographs and the internet as sources of information.

| National Curriculum Objectives / Key Skills | The Journey |
|--|---|
| <p>Locational knowledge identify humans and physical features of a region and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Geographical skills and fieldwork 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.</p> | <ol style="list-style-type: none"> 1. Look at OS, aerial and Google maps of the local area. Identify local landmarks. Draw a simple sketch map giving directions from one place to another eg home to school. Compare the sketch map to an OS and aerial map. Begin to consider distances between places. 2. Identify symbols and keys on maps. Learn why they are used on maps and what makes a good symbol. Annotate a map of the school adding symbols and a key. Design symbols to add to the map. 3. Be a cartographer. Create a sketch map of the local area. Include buildings and landmarks such as bus stops, post boxes, parking areas and roads. Use OS and aerial maps to compare and review their own maps. 4. Revisit sketch map from previous lesson. How can it be improved? Does it have a key? What symbols could you use? Have you considered the scale and relative sizes of buildings and landmarks? 5. Look at a map of the UK showing rural and urban land use. Discuss the types of land use in both areas. Are there some that you would find in both? How might housing in a rural area be different to housing in an urban area? 6. Explain how land is used for different types of farming and consider how it might have changed over the years. |

Outcomes

An overview of what children will know / can do

Developing:

Talk about my local area and begin to identify physical and human features

Know the purpose of a sketch map and identify the features of a sketch map.

Compare a sketch map and a published map.

Understand the reasons for symbols on a map and choose sensible symbols to use for a key.

Name landmarks that might be seen in my local area and draw a simple map to show buildings in an area.

Say different ways that land is used in the local area, rural and urban

Secure:

Use fieldwork to observe and record human and physical features in the local area using a range of methods sketch maps, plans, digital technology

Make a map of an area

Know why a key is needed and begin to use standard symbols

Follow a route on a large scale map - OS , Google Earth

Use aerial maps and photographs and identify features and places on them

Begin to draw a sketch map from a high point view

Think about scale of buildings and environmental features

Mastery:

Begin to identify significant places and environments on an OS and aerial map

List land uses in rural and urban areas and identify rural and urban areas in the UK.

Offer reasons for some of their observations about places

Compare aerial and OS maps.

Key Vocabulary

Rural - of the countryside

Urban - of the town and city

Cartographer - map maker

Agricultural - to do with farming

Landmark - a feature of the town or area that is easily seen and recognised from a distance.

Diagrams



Assessment questions / outcomes

1. Can you explain the purpose of a sketch map?
2. Can you explain the use of symbols on a map and can you identify landmarks using a key? Can you annotate a map to show major landmarks?
3. Can you explain the difference between an Ordnance Survey map and an aerial map?
4. Can you list land uses in rural and urban areas of the local area?
5. Begin to describe and understand key aspects of physical and human geography.