

Morpeth First School Knowledge Organiser

Topic: Geography	Year group	Term
'What is my local area like?' A fieldwork investigation of my local area's human and physical geography Also ICT Weather topic	Year 4	Summer 1

Background knowledge

"I can think of few better ways to help young people become more knowledgeable, engaged with and perhaps respectful of their local environments and communities than to get them studying their local area - from its historical geography to the current social, environmental and economic processes shaping the places they live." Dr Rita Gardner, Director, Royal Geographical Society.

Resources

Royal Geographical Society - What is my local area like?
staff shared - new curriculum - geography - resources - Year 4

What should I already know?

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 can use fieldwork to observe, measure, record and present the human and physical features in the local area using sketch maps.

I have used atlases, globes, OS and aerial maps.

Year 4

Identify the positions of latitude, longitude, Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

I can say why we have night and day and time zones.

I can identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns.

I can describe and understand key aspects of:

human geography, including types of settlements and land use.

National Curriculum Objectives / Key Skills	The Journey
<p>Geographical skills and fieldwork</p> <p>Use maps, atlases, globes and digital / computer mapping to locate and describe features studied.</p> <p>Use eight points of a compass, four ...figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world.</p> <p>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. Key geographical questions and prior knowledge - what do pupils already know about their local area? such as; name, location, types of land use, green spaces, landmarks, transport, changes (past, recent , future), similarities and differences to other localities. 2. Map the local area and plan your investigation. Use maps, OS, aerial, Google to identify places and features in their local area. 3. Record data in the field in a variety of ways: <ul style="list-style-type: none"> annotate maps with information field sketches of different scenes take photographs of different locations collect the views of people such as local workers, shop keepers complete tally charts to record different features e.g types of housing, land use, shops. 4. Present your results; <ul style="list-style-type: none"> choose from; create a land-use map, build a model of the high street, draw now and then maps. write a tourist guide, plan local routes, plan and publish a geographical walk including key points of interest and land-marks.

Outcomes

Developing -

Talk about the features of my local area and begin to understand the difference between physical and human features.

Record information about my local area and present my results in a variety of ways e.g. sketch maps, maps with a key, graphs, models, powerpoints

Ask and answer questions about the information that I have collected about my local area and begin to draw conclusions e.g why are the shops built in a certain place, why are there car parks by county hall etc

Use geographical vocabulary

Secure -

Recognise that buildings have different uses and the land around them is used for different things such as housing, recreation, commerce etc.

Explore changes in the geography of my local area.

Identify human and physical features of the area and use the correct vocabulary.

Use geographical knowledge when describing directions eg north south east and west

Begin to use a scale to measure the length of a route .

Record my findings in a variety of ways, such as drawings, models, and graphs and then talk about my findings using geographical knowledge and vocabulary.

Mastery -

Draw a plan view map with some accuracy and understand the need for scale

Interpret findings of field study in more depth and begin to give reasons for how our local area looks and how it might look in the future.

Key Vocabulary

Function - the main activities or purpose of a settlement eg residential, industrial, commercial or recreational

Housing types - such as terraced, bungalow, semi-detached, detached, flats or bungalow

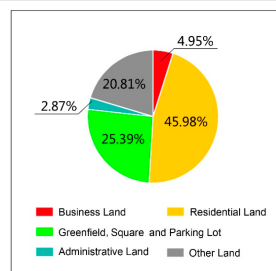
Land use - the way in which land is used by people.

Service industry - such as work in retail, administration, education, healthcare or tourism

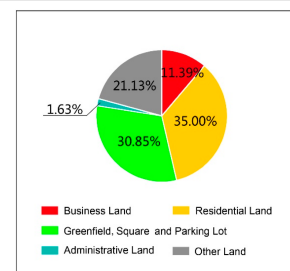
Suburb - the residential and commercial development at the edge of a city

Rural - relating to the countryside

Timeline / Diagrams

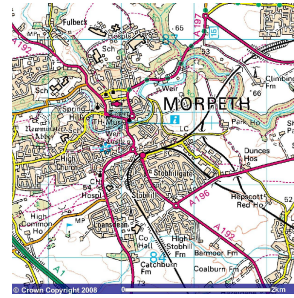


(a)



(b)

Urban - relating to town or city
Urbanisation - increase in the percentage of people living in cities.



Key people / places

Morpeth

Assessment questions / outcomes

1. Can you name some of the physical and human features of your area?
2. How is the land used in Morpeth?
3. Can you plan and carry out an investigation into your local area?
4. Can you record your findings in a variety of ways and then discuss what you have done?
5. Can you use the 4 / 8 points on a compass?
6. Can you use 4 figure coordinates to find a location