



Geography

How and why is my local area changing? (Connected Geography)

Year 4

Unit 1

Intent:

This unit builds upon the local geographical understanding which the children began to develop in Key Stage 1. The children will develop their understanding of the concept of change through investigating the familiar surroundings of the school and its immediate local area as well as within Deal. They will establish and build and understanding of changes that occur in environments as a consequence of natural events as well as changes that people have chosen to make. The children will use fieldwork, data collection and interpretation within this unit and will reflect upon the contribution that remote sensing technology used by satellites can make to understanding larger scale environmental change at a global level.

Pupils should be taught to:

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;

Human and physical geography: describe and understand key aspects of:

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.

Prior learning:

ELG	Year 1	Year 2	Year 3		
People, culture and communities	Why do we love living by the seaside?	How does the geography of Kampong Ayer compare with where I live?	Why do so many people live in megacities?		

Key Vocabulary

Tier 2 - Multiple meanings or high frequency

change	local	development	route
flood	derelict	impact	trend

Tier 3 - Subject specific

fieldwork	environment
transport	satellite

Etymology and morphology

Prefix / Suffix / Root	Meaning	Examples
geography	The study of the physical features of the earth and its atmosphere, and of human	From geographia (Greek) - geographie (French) - geography (English 15 th Century).

	activity as it affects and is affected by these, including the distribution of populations and resources and political and economic activities.	
derelict	In poor condition as a result of neglect. A building or area which has not been looked after.	The derelict building stood in the distance.
environment	The surroundings or conditions in which a person, animal, or plant lives or operates. The natural world, as a whole or in a particular geographical area, especially as affected by human activity.	Your environment consists of the particular natural surroundings in which you live or exist , considered in relation to their physical characteristics or weather conditions.

Idioms and colloquialisms	
	Meaning
change	If you pay with cash and you hand over an amount which is greater than the cost of the items you are buying, you will receive change.

Misconceptions	
Not true	Teach this

Lesson number	Key enquiry question & learning objective	Suggested learning activities	Cumulative questions
1	<p>Why do places change?</p> <p>L.O. Tbat identify, describe and give reasons for why environments change.</p>	<ul style="list-style-type: none"> • Use the resources from Connected Geography to explore images and clips of Glenridding in Cumbria - flooding in 2015 and how the flooding changed the area. • Use the resources from Connected Geography to explore how derelict land in the London Borough of Newham was redeveloped for the London Olympics 2012. • Discuss the types of changes that have taken place in each of these areas. What’s different about the changes? Identify that in Glenridding the changes were beyond the control of the people, but in Newham the changes were made by the choices of people. • Create an annotated poster comparing the events in the two places. 	1-3
2	<p>How has my local area changed in the past?</p> <p>L.O. Tbat identify changes that have occurred to the school and the local area and suggests reasons for these changes. Tbat represent a chosen route and draw a map.</p>	<ul style="list-style-type: none"> • Use school records, plans, log books or records from the County Records Office and Google Earth to identify how the school has changed over time. What changes have happened within the school in their time here? • What are the advantages and disadvantages to these changes? • Use <i>Digimap for Schools</i> to access a wide range of historical and present-day Ordnance Survey maps for the local area. • Compare more recent maps to historical maps of the local area. • Children plan a route around the local area, using a present-day map, which they can walk and explore changes which have happened over the past 100 years. Discuss the changes that they can see from the maps and why these changes have happened. • Draw a map to show their planned route. 	4-5
3	<p>How has my local area changed in the past?</p> <p>L.O. Tbat reflect upon changes to my local area.</p>	<ul style="list-style-type: none"> • Fieldwork: walk their route which they planned in the previous lesson. On maps, annotate the changes they observe have occurred compared to the information on the historical maps. 	4-7

		<ul style="list-style-type: none"> Record the changes that the children have discovered and the reasons why they think these changes have occurred. What are the advantages and disadvantages to these changes? Do the children think that any further changes are needed? Why / why not? What would the consequences of further changes be? 	
4	<p>How have events in the past changed my local area?</p> <p>L.O. Tbat identify how the locality has been affected by a significant national or local event.</p>	<ul style="list-style-type: none"> Select other changes that have occurred in the wider local area e.g. new housing developments; Betteshanger Park; new secondary schools; the castles; the pier. (Possible fieldwork opportunity to visit a chosen area of the locality) Children carry out their own research about the history of that area in a geographical context. What was it once like? How has it changed? Why did it change? Did the changes have a wider impact on the locality or the people? Present their findings in a PowerPoint presentation – speaking and listening opportunity. 	8-9
5	<p>How have events in the past changed my local area?</p> <p>L.O. Tbat describe and explain the geographical impact of a significant national or local event. L.O. Tbat make judgements and explain observations.</p>	<ul style="list-style-type: none"> Select other changes that have occurred in the wider local area e.g. new housing developments; Betteshanger Park; new secondary schools; the castles; the pier. (Possible fieldwork opportunity to visit a chosen area of the locality) Children carry out their own research about the history of that area in a geographical context. What was it once like? How has it changed? Why did it change? Did the changes have a wider impact on the locality or the people? Present their findings in a PowerPoint presentation – speaking and listening opportunity. 	8-11
6	<p>How do NASA satellite images inform us of environmental change on a global scale?</p> <p>L.O. Tbat recognise and explain examples of change in locations around the world.</p>	<ul style="list-style-type: none"> What do the children understand a satellite to be? - (a man-made machine that is launched into space and placed in orbit around the Earth). They collect and transmit information. In geography, gathering and interpreting images from satellites is known as <i>remote sensing</i>. They can be used to determine patterns, trends and basic characteristics of the Earth's surface. Use images from the resources in Connected Geography to compare places before and after significant natural events. Interpret the changes. 	12-14

		<ul style="list-style-type: none">Record some of the significant changes that have happened around the world what caused these changes – annotate / make notes around the images.	
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