Y4 – Geography – Locality Unit

How can I use map skills to learn about my locality?

Overview Of Learning

In this unit, children will learn about their local large settlement and how it is represented on maps. Children will use Digimap for Schools to find out where the settlement is located in the UK. They will use a key to find out about human features and land use in the settlement. They will view maps at different scales and use four-figure grid references to locate places. They will learn how to plot a route and draw a simple sketch map. They will use cardinal (N, S, E, W) and ordinal (NE, NW, SE, SW) directions.
https://digimapforschools.edina.ac.uk/

Knowledge And Understanding Objectives

Pupils will use maps, atlases and digital/computer mapping to locate settlements and describe features studied. Pupils will use the eight points of a compass, four-figure grid references, symbols and key, to build their knowledge of their nearest large settlement. They will use digital maps (Digimap for Schools) to observe, record and present the human and physical features in the local settlement using a range of methods, including sketch maps and tables. They will understand and describe human geography, including types of settlement, land use and economic activity, including tourism.

Previous Learning

Year 1 - Children will learn about the geography of the world, including the seven continents and five oceans. Children will learn the countries, capital cities and seas of the United Kingdom. Children will complete fieldwork on their local park and plant life in their school grounds.

Year 2 - Children will complete a study into their local area, including the human and physical features. Children will complete fieldwork on the weather and climate in their school grounds.

Year 3 - Children will learn about the key geographical characteristics of the United Kingdom including countries of the United Kingdom and the regions within England. Children will explore the types of settlements, key topographical features and how types of land use have changed over time. Children will use maps and atlases and learn features of maps. Children will complete fieldwork on land use in their local area.

Future Learning

Year 5 - Children will complete fieldwork on a local river and woodland ecosystem in their local area.

Year 6 – Children will complete fieldwork on the sustainability of their school.

Key Vocabulary To Explain

aerial view, amenity, annotation, cardinal directions, commercial, compass, coordinates, grid code, grid reference, industrial, key, land use, map symbols, National Grid, open space, Ordnance Survey, Ordnance Survey map, recreational, residential, scale, sketch map, transport, urban, visitor/tourist attraction

Themes And Concepts

Substantive Knowledge: Locational Knowledge, Place Knowledge, Human Geography, Physical Geography and Geographical Skills

Concepts: Place, Space, Scale and Human Processes

Misconceptions

Map Orientation: Children may confuse the orientation of the map, mistaking north for south or east for west.
Scale Understanding: Children might struggle with the concept of scale on maps. They may think that distances on the map are the same as in real life, not realising that maps are scaled-down representations.
Grid References: Children may misunderstand how to read grid references on OS (Ordnance Survey) maps. They might confuse the numbers or struggle with the concept of coordinates.
Land Use: Children may think that all urban areas are covered in buildings. It's essential to teach them that urban areas have various land uses, including residential, commercial, industrial and recreational.

Unit Overview

How can I use map skills to learn about my locality?

Lesson 1	Lesson 2	Lesson 3	Lesson 4
Key question: Where is my locality?	**Key question:** How is the land used in my locality?	**Key question:** What are the geographical features of my locality?	**Key question:** Can I draw a sketch map of my my locality?
Geographical Knowledge: Locational Knowledge Geographical Skills	**Geographical Knowledge:** Locational Knowledge Place Knowledge Human Geography Geographical Skills	**Geographical Knowledge:** Locational Knowledge Place Knowledge Human Geography Physical Geography Geographical Skills	**Geographical Knowledge:** Locational Knowledge Human Geography Physical Geography Geographical Skills
Concept: Space and Scale	**Concept:** Place, Space, Scale and Human Processes	**Concept:** Place, Space and Scale	**Concept:** Place, Space and Scale
Cumulative quiz: Q1 - Q3	**Cumulative quiz:** Q4 - Q6	**Cumulative quiz:** Q7 - Q9	**Cumulative quiz:** Q10 - Q12

Stretch and Challenge ideas across the unit.

Create an Imaginary City: Students work in groups to design their own imaginary city on a large sheet of paper. They should include roads, buildings, parks, and other urban features. Encourage them to use grid references to locate and label key points of interest.

Paper OS Maps: Introduce students to paper Ordnance Survey maps and they identify various features using grid references.

Urban Planning Simulation: In a computer simulation or with physical materials (e.g., building blocks), let students plan and design a small urban area. Discuss the considerations they need to make regarding land use, road placement, and green spaces.

Field Trip and Analysis: If possible, take students on a field trip to a nearby urban area. Afterwards, have them analyse what they observed in terms of land use, sketching what they saw and noting important features.

Historical Maps: Explore historical maps of the settlement and discuss how land use has changed over time. Encourage students to compare old maps with contemporary ones.

Assessment

- The post-unit test can be used to assess the knowledge and understanding objectives taught throughout the unit. This can be done independently or in small groups with a teacher.
- There is a cumulative quiz with questions that can be used to assess children throughout the topic. The quiz questions will link directly to each objective. They can also be used at the end of each lesson to give immediate feedback to inform future planning and give the opportunity to identify children who do not understand.