	Geography	Year 6
	Term 6	Locality Study – using fieldwork to compare locations.

Key Question: How does Reading, Berkshire compare to Hooke, Dorset?

National Curriculum Objectives:

- Name and locate counties and places of the United Kingdom, geographical regions and their identifying physical and human characteristics, key topographical features and land use patterns
- Use maps and atlases to locate places and features that are being studied
- Use six-figure grid references, symbols and keys to build their knowledge of 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.

Vocabulary:

Ordnance Survey map (OS Map), topographic map, scale, key, contour lines, grid lines, six-figure grid reference, boundary lines, population density, vegetation, access land, enquiry question, field sketch. OASIS, survey, questionnaire, qualitative data, quantitative data, primary data, secondary data, analyse, evaluate,

Prior Learning:

Y3 T2 children have been introduced to OS maps
Y3 T4 children have drawn a basic field sketch of The Thames at Reading Bridge
Y3 T6 children learnt about different settlement size
Y6 T2 children have gathered and presented geographical information
Y5 T4 T6 children have learnt about the people and resources of the UK

End Point:

Answer the enquiry question by presenting and evaluating a range of data.

How could The Thames at Reading be improved as a leisure destination?

Knowledge:

- I know how to use 6 figure grid references
- I know what contour lines are
- I know how the geography of Reading differs to the geography of Hooke, Dorset
- I know how to draw a field sketch and why I would use one
- I know what a questionnaire and survey are and how they could help me answer a geographical question
- I know the difference between primary and secondary data
- I know how to use basic geographical measuring equipment
- I know how humans positively and negatively affect the environment

Skills:

- I can read an OS map
- I can read a key on an OS map
- I can collect, analyse and communicate a range of gathered geographical data
- I can compare locations
- I can use geographical measuring equipment
- I can interpret a range of sources of geographical information and draw conclusions/answer questions from it
- I can communicate geographical information through writing at length
- I can generate ideas for how to affect change

Map Work:

I can read and use an OS map in different locations
I can locate and give a location using 6 figure grid references
I can read a key on an OS map

Field Work

Field trip to The Thames to carry out environmental surveys, questionnaires and field sketches.
Use geographical measuring equipment to collect data about The Hooke river.

Cross Curricular Links:

Maths – present quantitative data
PSHE – our environment and community

Oracy:

Instructional – give and follow grid references
Debate – what are the local issues that most concern us?
Building understanding – what does ____tell me?

Wider Reading	Enrichment
No one is too small to make a difference – Great Thunberg The Wind in the Willows – Graham Greene Great Expectations – Charles Dickens (excerpts)	Hooke Court residential visit – including visit to River Hooke Visit to The Thames

Sequence of Learning		
Lesson	Key Question	Key learning/notes
1	How do I read an OS map? Using an OS map to understand the geographical features of Reading	• Remind the children that an OS map (Ordnance Survey map) is a type of topographic map. They are used by geographers, but also by walkers (including students completing their Duke of Edinburgh award.) They contain a lot of information including contour and grid lines which show us the relief (height and shape of the land) and describe the location of something using 4 and 6 figure grid references. • The scale on our Reading OS map is 1: 25 000 this means that 1cm on the map equates to 25000 cm on the map • Each box on the map is 1km x 1km • The grid reference always refers to the above-right square. Remember we go along the corridor (x axis) and up the stairs (y axis) • Contour lines show height above sea level, measured in metres. The closer the lines are together, the steeper the land. This is because each line shows a change of 10m, so if the lines are very close together it means the height is changing, up or down, quickly. If the lines are very spread out it means the land is very flat as the height is not changing. • The key gives you symbols to represent human and physical geographical features and is divided into sub group: roads and paths, railways, public rights of way, other public access, access land, boundaries, general features, vegetation… • There is also information on the national grid reference system. We use 6 figure grid references to give exact locations. To give a 6 figure grid ref you need to imagine that each square is divided into ten equal boxes along both the y and x axis, making a total of 100 equal squares within the box. The grid reference of our school is 732767. • Given 6 figure grid refs, children locate feature. Given a feature, children give the 6 figure grid reference.
2	What does Hooke, Dorset look like on an OS map and how does it compare to Reading? Using an OS map to focus on Hooke	• Look at the route from Reading to Hooke Court on a UK map and identify the county boundary lines that we will pass through, noting the change in population density and vegetation • Recap how to read an OS map: how to read scale, contour lines, keys and grid references. • What is the grid reference of Hooke Court? What do you notice about the access land and vegetation in Hooke compared to Reading. All of this tells us that Hooke is rural countryside and is not very populated. • Using OS maps of Hooke, Dorset children generate statements about Hooke's geographical features. For example – It is hilly because there are lots of contour lines and they are close together. It is a very small settlement as there are only 3 roads. There are lots of small waterways because I can see lots of blue lines that represent rivers and streams. • OS maps would be used by walkers around Hooke Court. If you have an OS map and a compass then you should always know where you are. At secondary school, you can sign up to do the Duke of Edinburgh award which involves hiking using just an OS map with a group of other children. https://www.dofe.org/
3	How do I plan a field trip? Planning to collect primary data through fieldwork	• Explain to the children that we are going on a field trip to answer a geographical question. **How could The Thames at Reading be improved as a leisure destination?** This is our enquiry question. We will be gathering primary data as we will be gathering the information ourselves. • Remind the children of the field sketches that they have drawn in previous units. The purpose of them is to provide a basis for a more detailed analysis of a location. (data that is made up of words and images is called quantitative data). Introduce the acronym OASIS • O – Orientation: what direction is the sketch facing? • A – Annotations: add detailed labels to your sketch • S – Scale: if possible give the measure to put the size of different aspects into perspective • I – Information: where is it exactly? • S- Sketch what you see! • We can also collect geographical information through surveys and questionnaires. A survey is a way of reviewing a particular feature of the physical or human environment. This could be a traffic survey (numerical data is called quantitative data) involving counting cars or a survey to evaluate the environmental quality of a certain area. A questionnaire is a list of questions which the geographer will use to answer their enquiry question. Show examples of both (see Feltham Academy examples) • Children write their own environmental quality surveys and questionnaires to help answer the enquiry question. • **Visit the Thames and carry out the fieldwork: field sketches, environmental**

		surveys and questionnaire. Risk assessment carried out.
4	What do geographers do with their data? Presenting, analysing and evaluating the data	• Remind the children that we are working towards answering the enquiry question by using our data. • Look at pictures taken at various points on The Thames around Reading. How do these help us answer our enquiry question? These are secondary sources of data as we did not personally collect them. Briefly discuss the limitations of secondary data (reliability of source etc.) • We can present our quantitative data in a graph. Children choose either a pie chart or bar graph to present their survey or questionnaire data. • For each piece of fieldwork answer the questions: what does this tell me? How does this help me answer my enquiry question? • Write a conclusion to answer the enquiry question. Overall my data suggests that…. Therefore I think the answer to my enquiry question is…….I think this because…… • Finally evaluate whether our investigation was reliable and accurate. How might we complete the enquiry differently next time?
5	How can I use geographical equipment to collect primary data?	• During the Year 6 residential trip children to undertake field work to gather data about the River Hooke using geographical equipment (quadrants, tape measures, flow meters and measuring poles) • Remind children of the term primary data as this is what we are collecting. • Discuss the difference with The Thames.
6	What are our local environmental issues and how can we tackle them?	• Review how humans affect the environment both positively and negatively. Review previous issues that have been look at in KS2. • https://www.bbc.co.uk/bitesize/topics/zp22pv4/articles/z2md82p • Thinking about our local environment what are the local issues that most concern us? • Read the article in The Independent about how children in various primary schools have successfully campaigned for environmental change in their school and community. • Answer key questions to direct campaign • What is the issue that you are concerned about? • Who is responsible? Who can change things? • What could we do to affect change? (posters, letters, interviews etc.) • In pairs, groups children carry out a mini campaign.