# Our Place in Space

## Objectives

Pupils should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

### 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.

### Human and Physical Geography

Ask and answer geographical questions about the physical and human characteristics of a location

Describe key aspects of human geography including settlements and land use

### Location Knowledge

Locate geographical regions and their identifying human and physical characteristics, and understand how some of these aspects have changed over time

Explain own views about locations, giving reasons

**Hook into a Book**


**Vocabulary**

| | | | | |
|---|---|---|---|---|
| atlas | compass | Digital map | Easting | Grid reference |
| rural | urban | OS Maps | northing | National grid |

## Activate Prior Knowledge

**EY**

- Recognise some environments are different from which they live drawing on their own experiences, simple maps *(Under the Sea, Dinosaurs, Transport)*
- Recognise similarities and differences between the natural world around them and contrasting environments *(Autumn, Winter, Minibeasts)*

**KS1**

- Locate and name the continents and Oceans on a World Map
- Compare life and our local area with other countries
- Identifying hot and cold areas of the world in relation to the Equator and the North and South Poles

*Context: Chine, Africa (Kenya), Australia, North and South Poles*

**KS2**

- Human and physical geography (UK, Africa (Egypt), Climate Change)
- Location of countries continents, oceans, equator, rivers, Tropics of Cancer and Capricorn, land use patterns (Egypt)

**Links to Future Learning**

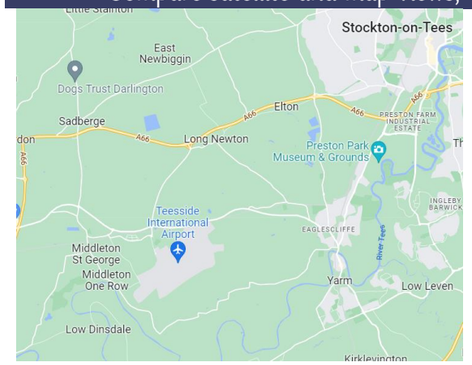
- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information

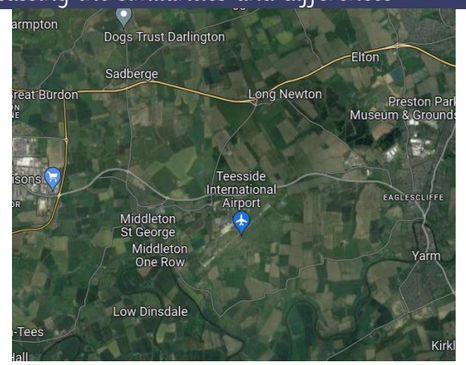
Where on Earth are We?

Why do people live in rural areas?

## Location Knowledge

I can locate our area on a map, Google Earth/Digimaps
Compare satellite and map views, discussing the similarities and differences




| Why do people live in a rural area? | |
|---|---|
| Advantages | Disadvantages |
| Security | Isolated/Remote Areas |
| Cheaper | Lonely |
| Quiet | Less education facilities |
| Peaceful | Less healthcare facilities |
| Good Quality of life | Less public facilities |
| Agricultural jobs | Fewer / less varied jobs |
| Tourism | |

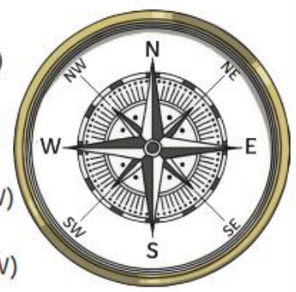
## How does the local area appeal to others?

Fieldwork is when you go **outside the classroom** and find things out for yourself. When carrying out fieldwork, you will need to think like a geographer. What is the fieldwork? Where and how will you carry it out? And why will you be doing it?
You will need to:

- observe – use maps and plans to find out where things are
- plan – think about how to use data, where to study, what features there are, how you will collect your information and how you will present your data
- question – decide on the question that you will be researching
- research – go out into the field, take photos, make sketches, record your findings. Your own photos, drawings, diaries and notes are **primary sources** of information.
- present - you will need to present the data and share your findings with the school or the local community.

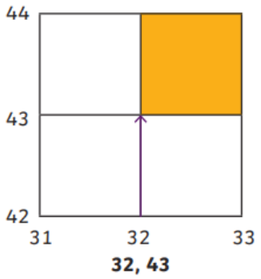
## Using a map and compass

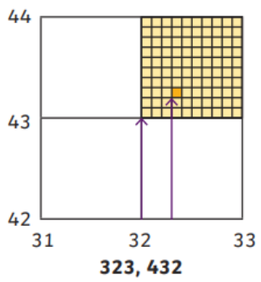
| Four-Point Compass | Eight-Point Compass |
|---|---|
| N - north | north (N) |
| E - east | north-east (NE) |
| S - south | east (E) |
| W - west | south-east (SE) |
| | south (S) |
| | south-west (SW) |
| | west (W) |
| | north-west (NW) |

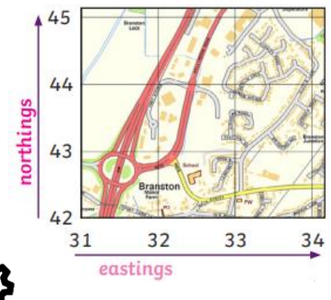




## Grid References

- A map is criss-crossed with horizontal and vertical lines that create a grid.
- The grid and squares help to narrow a search area so you can locate features on a map.
- Usually, the lines are numbered with two digits.
- Eastings are the numbers that run from west to east.
- **Northings** are the numbers that run from south to north.
- The easting and **northing** numbers are put together to create a four-digit grid reference, e.g. (32,43), which refers to the bottom left corner of a square on the map.
- Grid references can be even more specific by adding an extra digit to both the easting and **northing** numbers.
- These six-digit grid references, e.g. (323,432), tell us more precisely whereabouts in the square something is.




## The National Grid

- The National Grid is a grid reference system for the whole of Great Britain.
- It splits Great Britain into squares - each is 100km.
- The spaces can be identified by using two letters e.g. SK
- Easting and **northing** numbers can be used to split the squares into smaller sections making them easier to use.