

## Spatial Sense

### Year 4

**Key end points** of this unit, Spatial Sense, are:

- To describe change over time in a specific location.
- To use geographical tools and vocabulary to locate places on a map.

Building on children's understanding of spatial sense from Year 2 where they looked at **maps** of the school site and the **four-point compass** and in Year 3 when they learned about the **eight-point compass** and **grid references**, in this unit children will learn about lines of latitude and longitude and revisit the equator and the poles. As they work through the unit they will have opportunities to practice using grid references and will learn how to read and use **map scale**. At the end of this unit children will use their geographical understanding to look at **change over time** in their local area.

Throughout this unit children will have opportunities to use previously learned knowledge of their local area, they will use four figure grid references and apply them to a familiar map of the local area. Children will encounter new and ambitious **vocabulary** that features throughout the unit, offering children many opportunities to rehearse and apply it in their talk tasks and written work. The concepts and vocabulary in this unit will be returned to as children work through the geography curriculum.

As children work through KS2 geography they will use and apply their geographical skills, such as map reading, using symbols, grid references etc in many different contexts as they learn about places around the world. Over time children will get better at the skill of **map reading** as they learn more and remember more of the curriculum.

### Lesson Sequencing:

The sequence of lessons in this unit has been designed to build on prior knowledge and introduce new material in small manageable steps. Lesson 1 reconnects to prior learning about **the poles and the equator** adding the hemispheres and lines of longitude and latitude to children's understanding. Children will return to this knowledge as they work through the curriculum, and it will help them to be able to identify regions and locations around the world.

Lesson 2 introduces the geographical tool of scale. Children will learn that different maps use different scales and that we can use scale to calculate distances between points on a map. Children will apply their knowledge of scale when they encounter maps of specific areas later in the year.

In Lesson 3 children will reconnect to prior learning about **grid references**. In Year 3 they used simple grids with one letter and one number down each axis. In this unit they will use four figure grid references and then in Year 5 they will move onto six figure grid references.

During Lesson 4 children will use their knowledge of maps, including grid references, to find information from maps of the **local area**. They will use grid references to identify landmarks and specific locations. Children have looked at maps of the local area in KS1 and in Year 3, so this gives them an opportunity to use knowledge fluently and improve their map reading skills.

Lesson 5 builds on children's knowledge of the local area and explores how the local area has changed over time. This lesson will need some adaptations to ensure teachers are using locally specific maps, images, and information, but examples are given in the plan. This lesson is a good opportunity to show what children know about their local area and to introduce the idea that places change over time for a number of reasons.

Finally, to assess understanding children are tasked with writing a description of how their local area has changed over time. They might include maps, data, graphs or labelled drawings in their description to support their writing.

**The key substantive concept** focused on in this unit is **location**.

**The key disciplinary understanding** in this unit focusses on maps, how we use them and what information they can give us about locations.