'Bringing Learning to Life: No Limits.No Barriers.'

Ocean Academy Poole
an Aspirations Academy
Self-Worth | Engagement | Purpose

Learning Journey Map

Year: 4 **Term:** Summer 2
Subject: Geography **Topic:** Fieldwork

Driving Question: See Science - Teeth and digestion.
Power Skill: See Science - Teeth and digestion.
Collaboration - Students communicate and incorporate multiple points of view to meet group goals.
Critical Thinking - Students monitor and refine the problems solving process as needed, based on available evidence.

National Curriculum Learning Objectives

- Using 4 and 8-point compass directions confidently to describe routes and locations.
- Reading and beginning to create maps with grid references (4-figure), using keys and symbols.
- Conducting more structured fieldwork investigations, such as:
- Studying land use around the school
- Surveying people or traffic in the local area
- Recording weather patterns or environmental quality
- Presenting findings using charts, pictograms, and basic digital tools (e.g., simple bar graphs using software).

Key Vocabulary

ordinance	mapping	land	recording	surveying	key
environmental	patterns	digital tools	local	co-ordinates	symbols



Key Learning



In this unit of Year 4 geography, pupils will deepen their understanding of maps, location skills, and Ordnance Survey (OS) symbols through a series of engaging, practical lessons focused on the local area of **Poole**. Over five lessons, they will explore how maps help us interpret and understand the places around us, culminating in the design of their own OS symbol that represents something unique about their local environment.

Children begin by developing their understanding of direction using the **eight points of a compass**: north, south, east, west, and the intermediate directions. They practise describing where places are located in relation to each other using compass points. This not only builds their spatial awareness but also supports their ability to describe locations with accuracy and precision — an essential geographical skill.

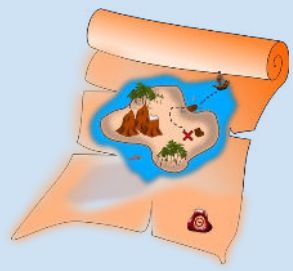
They also learn how to use **four-figure grid references** to identify specific locations on a map. By working with simple gridded maps of the local area, children apply numerical referencing to find real places, such as parks, schools, and key landmarks in Poole. This helps them to understand how maps represent space and how we use coordinates to navigate.

Children then explore **Ordnance Survey (OS) symbols** by studying local OS maps. They examine commonly used symbols — such as those for railways, campsites, parking, and public toilets — and learn how these help people read and interpret maps efficiently. They begin to notice which features of Poole are represented on the maps, and which may be missing or underrepresented.

Using **Google Maps**, children zoom into Poole to explore familiar places from an aerial view. This helps them visualise the layout of roads, buildings, green spaces, and coastline. With this knowledge, they create a **sketch map** of a chosen local area, adding key features and applying appropriate OS symbols. This activity helps connect digital geography with traditional fieldwork and builds their ability to represent real places visually and clearly.

The unit culminates in a creative challenge: children are asked to **design a new OS symbol** to represent something unique about Poole that is not already shown on traditional OS maps. This could be inspired by local features such as the ferry port, the RNLI headquarters, the beaches, or even local wildlife. They consider what makes a symbol effective — it must be simple, recognisable, and clearly represent the feature it stands for. Children explain the purpose of their symbol, its location, and how it would improve the usefulness of a map of Poole.

Throughout this unit, children are not only developing technical map-reading skills but also thinking critically about how we represent our environment. They are encouraged to engage with their local area, reflect on what makes it special, and take pride in creating tools that could help others explore it too. This unit forms a strong foundation for further geographical learning in upper KS2 and beyond.

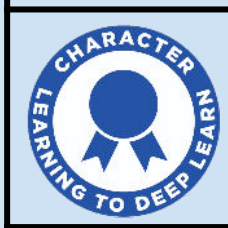


Thinking Point

Why do maps use symbols instead of words, and how can creating our own symbols help us understand and represent our local area better?



Power Skills

	Design sketch maps of routes using symbols and develop personal map representations.
	Use 8 compass points and four-figure grid references to locate and interpret features accurately.
	Build independence, perseverance, and attention to detail when measuring, recording, and mapping data.
	Work together to observe, collect, and record data; share findings to improve map accuracy.
	Explain locations, directions, and survey results clearly using maps, symbols, and geographical vocabulary.