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

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

Learning Journey Map

Year: 6 **Term:** Spring 1
Subject: Geography **Topic:** Fieldwork

Driving Question: See Maths -Enterprise
Power Skill: See Maths -Enterprise
Collaboration - Children will collaborate by working in pairs and small groups to analyse maps, share research findings, and discuss ideas before presenting their conclusions together.
Critical Thinking - Children will show critical thinking by analysing evidence from maps, data, and research to explain how and why Poole and London have changed differently since World War II.

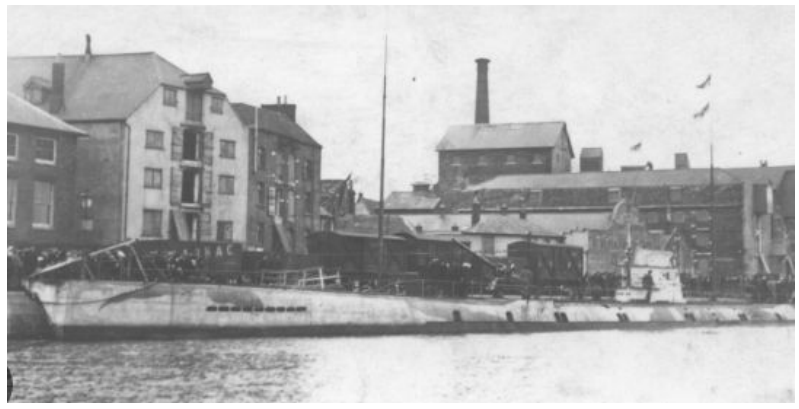
National Curriculum Learning Objectives

- 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

Longitude	Latitude	Population	Rural	Urban	Scale
Amenity	Debate	Evidence	Bombing	Reconstruction	Development





Key Learning

This half term, Year 6 will be carrying out an exciting geography-based fieldwork and enquiry project exploring the question: "Which area has changed the most since World War II – Poole or London?" This unit encourages pupils to think like real geographers and historians by analysing how human and physical features of places have developed over time. The work links closely with science skills such as collecting, recording, and presenting data, helping pupils make cross-curricular connections while deepening their understanding of change and evidence.

Children will begin by revisiting and extending their map skills, using eight compass points and learning how to read six-figure grid references to identify precise locations on maps. They will also explore the concept of latitude and longitude and use this knowledge to locate global examples of change, such as the Galápagos Islands, comparing how environments around the world are influenced by human activity and natural events. Using Digimap for Schools and historical Ordnance Survey maps, pupils will examine maps of London before and after World War II, focusing on the effects of wartime bombing and how the city has rebuilt and modernised since.

The children will then compare London's changes with those in Poole, using OS maps and online mapping tools to explore how local land use, transport networks, and coastal areas have developed. They will investigate scale by completing tasks such as measuring distances on maps and calculating how many amenities, such as hotels or schools, can be found within a 5 km radius of a chosen location. This will help pupils understand how urban areas expand and change over time.

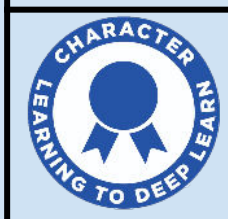
To support their comparisons, the class will research and record data about both locations, including information about population size, types of buildings, and local facilities. They will then learn to present their findings using line graphs and other data displays, strengthening their ability to interpret and communicate information clearly.

Finally, pupils will use their evidence to take part in a structured debate, discussing the enquiry question: *Which area has changed the most since World War II – Poole or London?* Through this debate, children will practise critical thinking, using facts, data, and reasoning to support their ideas and draw thoughtful conclusions.

By the end of the unit, Year 6 pupils will have developed confidence in interpreting complex maps, using geographical tools and data, and explaining how and why places evolve over time. This project will not only enhance their geographical knowledge but also prepare them with essential research, reasoning, and presentation skills for secondary school. How do the choices people made after World War II continue to shape what Poole and London look like today?

Thinking Point
How do the choices people made after World War II continue to shape what Poole and London look like today?

Power Skills

	Design detailed maps of local or regional areas, using OS symbols, scale, and grid references; visually represent data with line graphs.
	Use six-figure grid references, latitude/longitude, and scale to locate and interpret features; analyse collected data for trends and patterns.
	Develop precision, resilience, and independence when measuring, recording, and presenting data.
	Work in groups to plan maps, collect data, and discuss findings to improve accuracy and clarity.
	Explain locations, directions, and data trends clearly using maps, OS symbols, scale, graphs, and geographical vocabulary.