
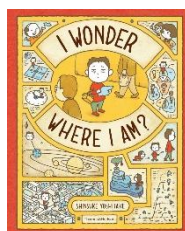
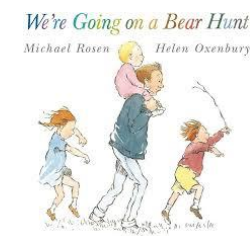
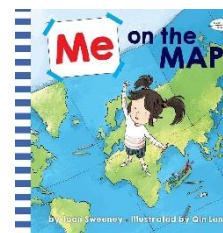
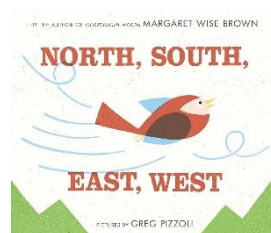
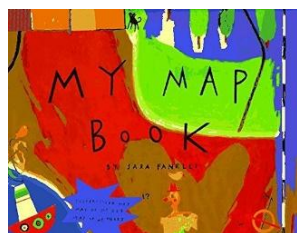
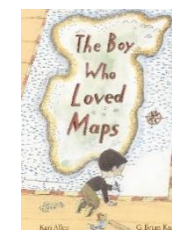
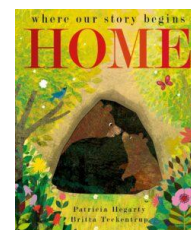
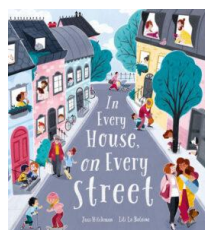
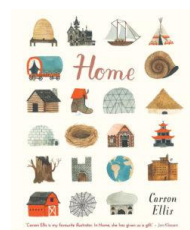
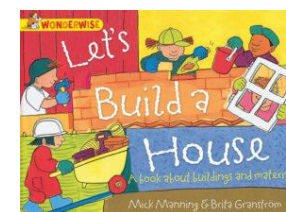
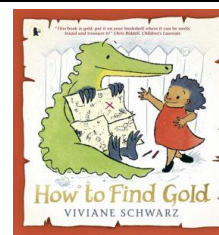
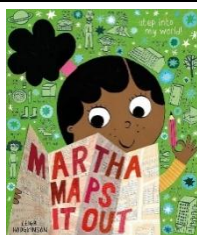


Term One		Local Geography - Our School & Local Park			
		Context: Children will begin by learning about their school, conducting a study of their classroom and school. They will then will learn about their local area and go on an observational study of the local area (park and route). They will identify local landmarks and features of the areas studied.			
Key Knowledge:		Key Skills:		Key Vocabulary:	
<p>Children should know:</p> <ul style="list-style-type: none">that every house and street in our country has a name; these are usually displayed on a sign or wall at the beginning of a street.that their address has the name and number or name of your house, the town / village or city that you live in. This is how postal workers know where to bring your letters.that our school has a street and name.that an aerial photograph is taken from above and gives a 'birds-eye view'.that maps have symbols on them to show important buildings and features (landmarks).		<p>Children should be able to:</p> <ul style="list-style-type: none">carry out simple fieldwork and an observational study of our school and local environment.name and give examples of key features of their local area based on their study.devise a simple map of the local park / their ideal park using fieldwork observations.plot and navigate a simple route on a map (to their local park).construct simple symbols for a basic key.use 'near' and 'far' to describe the location of objects.use 'left' and 'right' to describe the location of objects.recall the simple compass directions (north, east, south, west).		map	Maps are drawings of an area of land or sea that show features such as roads, woodlands, rivers etc.
				address	An address is the name of a place that includes its street, number and town. They help you to find a place e.g. if you wanted to send a letter to someone.
				symbol	A symbol is a drawing or image that represents a feature.
				key	A key is a list of symbols (and words) that appear on the map.
				compass	A compass is a tool (device) that shows the direction used for navigation.
				features	Features are things that you can see all around you.

Related Books



Sequence of Learning		
Learning Objective	Input	Activity
<p><u>Talking about our school & finding Olive.</u></p> <p>Enquiry:</p> <ul style="list-style-type: none"> - ask and answer questions <p>Skills:</p> <ul style="list-style-type: none"> - study the school grounds, make observations and take photographs - use locational and directional language (near, far, left and right) to describe the location of features <p>Knowledge & Understanding:</p> <ul style="list-style-type: none"> - identify features of the school ground 	<p>Initiate a discussion about your school. What is it called? Where is it? What is its address? What different places in the buildings and grounds can pupils name? (playground, field, car park, hall, classrooms etc.) What do the pupils like best about their school?</p> <p>Where is Olive? Using the photographs of Olive hiding in different places in the classroom / outdoor area. Provide each pair of pupils with one photo and ask them to go to the place where the photo shows.</p> <p>Return to the carpet, display the photographs on the IWB. Invite each pair (who got the specific image) to describe Olive's location. Model the first, encouraging the children to use precise, locational language such as 'Our photograph shows Olive between the sink and the cupboard'... 'Olive is sitting to the left of the door'.</p> <p>Paired Activity Pair the children. Send one pair to go and hide 'soft toy buddy' in a location (within set boundaries). Upon return, the children have to describe using locational language where they have hidden their buddy. Encourage them to be precise. Use language on board to support their sentences.</p> <p>Adults to photograph a few of the hiding places - needed for future lesson.</p>	
<u>Investigating our school</u>	Introduction to symbols	

<p>Skills:</p> <ul style="list-style-type: none"> - use locational and directional language (near, far, left and right) to describe the location of features - use plan perspective to recognise landmarks, construct basic symbols in a key. <p>Knowledge & Understanding:</p> <ul style="list-style-type: none"> - identify features of the school grounds - understand that symbols are used to represent landmarks. 	<p>Show the children a selection of symbols from traffic signs, to brand logos they will know.</p> <p>Discuss that symbols are used everyday to make it easy for us to find things. If we are in a supermarket, we can spot the symbol and find it quickly. If we are looking for a bin, we can spot the sign and find it quickly. Ensure that the children understand the difference between 'sign (words and symbol)' and 'symbol (picture)'.</p> <p>Introduction to ariel photographs</p> <p>Look at the ariel view of the school. Where are we? What can they see? Do they remember the name of our school? (Abbey Farm) Our school's street? (Diamond Crescent)</p> <p>Explain that an ariel view is taken from above usually by a plane or satellite. It is taken from a 'birds-eye-view'.</p> <p>Introduction to plan perspectives</p> <p>Look at the large plan-perspective (school). Where is it drawn from? What can we see? Discuss the gaps - What are these? Is it useful? What does it tell us? Who might use it?</p> <p>Comparing ariel photographs and plan perspectives</p> <p>Compare the ariel view and the plan-perspective. Which one would more useful to find the school? Which one would be more useful to find a specific classroom? HINT: Can you see the inside from an ariel view?</p> <p>Explain that the plan-perspective we have still makes it tricky to find things. If you had never been in the school before, you wouldn't know which room was which... where the toilets are... where to eat lunch. It needs some symbols to help us find things. Explain that for their play project, we will be designing some symbols to add to our map.</p>	
<p><u>Our school from above.</u></p> <p>Skills:</p>	<p>Recap previous learning about plan-perspectives.</p> <p>Introduction to ariel photographs</p>	

<ul style="list-style-type: none"> - use locational and directional language (near, far, left and right) to describe the location of features - use ariel photographs and plan perspectives to recognise landmarks <p>Knowledge & Understanding:</p> <ul style="list-style-type: none"> - identify features of the school grounds - understand that symbols are used to represent landmarks. 	<p>Invite the children to think about what places and features a bird would see if it looked down on the school building and grounds e.g. playground, gate, outdoor area etc. Show the children an ariel satellite photograph of the school building and grounds. Explain that it is a photograph taken from above.</p> <p>Look at the satellite image and identify the named places / features and any missing ones. Support their ideas using the list of features that you made.</p> <p><u>Activity</u></p> <p>Give each child a large-scale image of the school (same as used on IWB). Ask them to try to locate the same features you discussed earlier. The children can draw images from an overhead perspective - if support needed, they can draw ground perspectives. Adding these to correct places with a line. See worksheet.</p> <p>Create a large plan-perspective (above coat hangers) using magic paper - showing all their features for a whole-class display.</p>	
<p><u>Exploring where we play</u></p> <p>Skills:</p> <ul style="list-style-type: none"> - planning investigations and fieldwork - using a map to plan a route and to recognise features, making a map using symbols and a key. - use locational and directional language (near, far, left and right) to describe the location of features 	<p>Recap previous learning of plan-perspectives and ariel photographs.</p> <p>Places we play</p> <p>Ask the children 'Where do you like to play?'; they will probably name several places including open spaces and parks in the local area or play centres. Establish what they like about these places and what they can do there. Use Google Maps o find the local play park. Identify key features with the children including road, path etc to ensure children have made 'sense' of the image.</p> <p>Our Walk to the Park</p> <p>Working as a class, use Google Maps to plan a route to the local park. View images and identify any risks along the way - crossing roads, narrow footpaths etc. Talk about safe routes and being safe outside.</p> <p>Go on a walk to the park.</p> <p>As the children walk the route, take photographs (children) and think about what they see - the landmarks - on their route.</p>	

<ul style="list-style-type: none"> - use ariel photographs to recognise landmarks, construct basic symbols in a key. <p>Knowledge & Understanding:</p> <ul style="list-style-type: none"> - identify features of the local area 	<p>On a subsequent day, order their photographs in order from start to end of the route. Write a caption for each landmark. Relate the images to a OS style map as well.</p>	
<p><u>Introduction to North, South, East and West</u></p> <p>Skills:</p> <ul style="list-style-type: none"> - use locational and directional language (near, far, left and right) to describe the location of features - use simple compass directions (North, South, East and West) to describe the location of landmarks and navigate. 	<p>Introduction to N,S,E,W</p> <p>Go to the playground, use images of items. Start in the middle. Go to each item. Return to the middle. Repeat. When the children are good at this, ask them to think about their location e.g. left, right.... Wait, does the way we look change the direction? If we all go left? Will we all go the same way? Discuss.</p> <p>Return to the classroom, initiate discussion about direction by thinking about location of the continents e.g. North America. South America. Introduce them to the compass and the mnemonic 'Naughty Elephants Spray Water'. Remind the children this goes clockwise round the compass.</p> <p>Return to the playground, with a set of compasses. Navigate to each item again, this time using the compass for directions e.g. walk to the north to get to the fish etc. Place large laminated compass directions in the playground. Leave attached to the fence.</p> <p>Small Group Activity</p> <p>Draw a maze with chalk in the outdoor area. Ask the children to navigate their partner using the compass directions.</p>	
<p><u>What can I see?</u></p> <p>Skills:</p> <ul style="list-style-type: none"> - use locational and directional language 	<p>Recap the mnemonic 'Naughty, Elephants, Spray, Water' and compass directions.</p> <p>Follow 'What Can I See?' activity.</p> <p>Once modelled, go to the playground and complete. Take compasses outside to support too.</p>	

	<p>(near, far, left and right) to describe the location of features</p> <ul style="list-style-type: none">- use simple compass directions (North, South, East and West) to describe the location of landmarks and navigate.	
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