

Geography Autumn Plan - Our local area - our school and beyond

Unit Rationale

This is the first discrete geography unit that the children will have so the topic starts with what they know (classroom) and slowly moves out to the roads surrounding the school. The children will be introduced to compass points and reading a map and have lots of experience to familiarise themselves with the school map. They will also have experience of drawing simple plans and maps.

Preparation will be needed to take photos from around the school for lesson 3

National Curriculum Objectives:

Place knowledge

understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

use basic geographical vocabulary to refer to key physical and human features

Geographical skills and fieldwork

use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
 use simple compass directions
 use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map with basic symbols in a key
 use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Cross Curricular Links:

Maths - positional language, shapes
 PSHE - roles and responsibilities
 Art - Claude Monet painting of Lily Pad Lake
 Science - Humans and Animals (local wildlife and flora)

Trips/Visits:

Walk around local area
 Visit from someone who works in the school

Modern Day Links:

Jobs

Prior Learning:

EYFS: use of maps in stories and positional language

Substantive Knowledge:

Understand what a map is and when it is useful.
 Use a map
 Know the 4 compass points

Big ideas/Disciplinary Knowledge

- Place: securing a sense of their own place by exploring maps of places familiar to them.
- Space: Developing a sense of local space in order to compare when they look further afield in other units throughout their time at school.
- Scale: Develop a sense of how far reaching an individual can have on the whole school.

What next?

Year 1 - United Kingdom

Lesson	WALT	What should the children remember?	Lesson plan and outcome	Key Vocabulary	Key Questions
Lesson 1	Create a plan of the classroom	EYFS - UTW - Local area	<p>Show pupils a variety of different maps, plans and globes. These could include floor plans, hug-a-globes, bus and train maps, street maps, atlases, plans of the school, Google Earth, Satnavs, digimaps and any others available. Let them look and touch them all. Ask pupils to say what they could see on the maps, plans and globes. Pose the questions:</p> <ul style="list-style-type: none"> ● Have you seen anything like this before? ● Where have you seen them? ● What can you see on the maps? ● Are maps flat or round? ● What do we use maps for? <p>As a whole class, pupils create a plan of the classroom. Either show pupils prepared photos of equipment in the classroom (e.g. sink, bok corner, shelving) or take photos with pupils prior to the lesson in small groups.</p> <p>Place a large outline of the classroom on the carpet using rope and define key places in the classroom such as the windows and entrance. With the pupils sitting around the edge, ask them to arrange the photos so they are in the right place. Tell the class that they have created a plan of the classroom.</p> <p>Play 'Toy Detectives': a member of the class leaves the room, whilst a volunteer hides a class toy and another pupil marks its location on the classroom plan. The child then returns and uses the map and 'x marks the spot' to find the hidden toy.</p> <p>Task: Children create their own plan of the classroom, marking on key objects and features of the room, using the examples on the PowerPoint presentation as a guide.</p>	map plan globe atlas aerial view bird's eye view	What does aerial mean? What is a map? When do we use maps? How can I represent a table?

			Plenary: Look at 2 photos and match them to a plan of the area.		
Lesson 2	Use the four compass points to identify direction Fieldwork (photosheet)	EYFS - UTW - Maps What a map is used for	<p>Activate prior knowledge: is a treasure map a map?</p> <p>Introduce a compass and the four compass points. Look at why geographers use them. Identify where North is. What is North of where we are standing? Repeat with South, East and West?</p> <p>Show children an aerial map of the school and point out on the map 2 or 3 locations where we are going to do the same activity. TYP: where in the school are we going to visit?</p> <p>Task: Take children to each location. Model how to use a compass and get the children to identify north, south, east and west. Chn to share what they can see at each compass point.</p> <p>Record as a photo lesson.</p>	<p>compass North South East West</p> <p>Resources Map of school compasses Clipboards</p>	<p>What is North of me?</p> <p>what is south of me?</p> <p>How can I remember the compass points?</p>
Lesson 3	Use a map to carry out field work Fieldwork (photosheet)	EYFS - UTW - Local area Use of a map Compass points	<p>Activate prior knowledge: what are the four compass points?</p> <p>Explain what fieldwork is.</p> <p>Explain that today we are going to look at how our school is used. Geographers do this to investigate land use. Today we are going to note down on our map noisy and quiet areas.</p> <p>Task 1: Give children photos of the school to place on the map accurately.</p> <p>Task 2: Give children a map of the school and get them to find the classroom where they are now and mark it with an x. Either in groups or as a class walk around the school stopping at key points and colouring in different rooms e.g. blue for quiet and red for noisy.</p> <p>Task: look at which rooms were quiet or noisy and why this might be, i.e. one was an office, children were all writing, PE lesson was happening.</p>	<p>Field work map compass North South East West</p> <p>Resources Photos from around the school map of the school</p>	<p>Where was the quietest area of the school?</p> <p>Where was the noisiest area of the school? Why might this be?</p>
Lesson 4	Understand jobs and workplaces in	EYFS - Literacy - pirate treasure map	Activate prior knowledge: look at pictures of four jobs, three that work in a school and one that doesn't - which is the odd one out?	map jobs	Where does the Head teacher

	<p>our local area</p> <p>Interview/hot seat</p>	<p>stories</p> <p>Reading a map</p>	<p>TTYP: list the different jobs that are in our school. Take one of these jobs and look at where they work on a map of the school. Link this back to last week's work to see if this area was noisy? Why might this be? Give children time to explore other jobs and whether their place of work was noisy or quiet.</p> <p>Invite someone in from around the school who has a different job to those they know e.g. office staff, premises manager, cook, and ask them questions about what their job is like or hot seat as people with those jobs</p>	<p>career skills</p> <p>community</p> <p>resources</p> <p>maps from last week</p>	<p>work?</p> <p>Why might this be?</p> <p>How does the premises manager contribute to our community</p>
<p>Lesson 5</p>	<p>Use maps to identify landmarks beyond our school grounds</p> <p>Digimap</p>	<p>Use of maps</p>	<p>Activate prior knowledge: what jobs do people do in schools?</p> <p>Teach the difference between human and physical features using natural and man made. Give examples in the classroom, e.g. fruit and the bowl</p> <p>Show chn an aerial view on a map. Ask them to think about why it might be called a 'birds eye view'. Look at the school on digimaps zoomed in. Flick from satellite view to map view and make comparisons.</p> <p>Slowly zoom out so children can see the surrounding roads.</p> <p>TTYP: Can you see roads that you walk or drive along to get to school? Can anyone see their house?</p> <p>Zoom out again and point out other places they might know further away e.g. train station, shops, park, church. Which are human and which are physical features?</p> <p>Tasl: on a map of the area children identify with different coloured stickers human and physical features.</p>	<p>physical features</p> <p>human features</p> <p>birds eye-view</p> <p>Resources</p> <p>Map of the local area</p> <p>coloured stickers</p>	<p>What is a human feature?</p> <p>What is a physical feature?</p> <p>Can you see a human feature on the map?</p>
<p>Lesson 6</p>	<p>Record key features on a map of our local area</p> <p>Fieldwork</p>	<p>Use of maps</p> <p>Compass points</p> <p>Key features of the classroom/school</p> <p>Human and physical</p>	<p>Activate prior knowledge: true or false: 'a church is a human feautre.'</p> <p>Show the school on google maps and zoom out like last week. Explain that we are going to go on a walk and record on our own map what we see. Point out the route on google maps.</p>	<p>Roads</p> <p>Map</p> <p>Highstreet</p> <p>Church</p> <p>Library</p>	<p>What did you see?</p> <p>Can you name 3 places we saw?</p>

		<p>features</p>	<p>Talk to the children about the importance of staying safe when we are on our walk. Show them ppt and discuss key points such as e.g. Listen to instructions, follow the teachers, be road aware, be polite, be observant and look out for anything that might be helpful on our walk.</p> <p>Explain to the children that they will have a clipboard with an outline of the roads we are going to walk down, following and adding what we will see on our walk to our map. They may wish to use symbols if they know them, e.g. a tree, post office, bus stop, school etc.</p> <p>Task: go on a walk of the local area</p> <p><u>Key questions:</u> Which direction are we walking in? What can you see? Is it a human/physical feature? how do you know? Can you think of a symbol we can use to represent the...? Do you think ... has always been here?</p> <p>Plenary: circle time about observations from the walk and share different maps created</p>	<p>School Community Local Area Symbols Key Title</p> <p><u>resources</u> simple hand drawn map of the route clipboards</p>	<p>What was your favourite place?</p> <p>What symbols did you use?</p> <p>What does that symbol represent?</p>
--	--	-----------------	--	--	--