



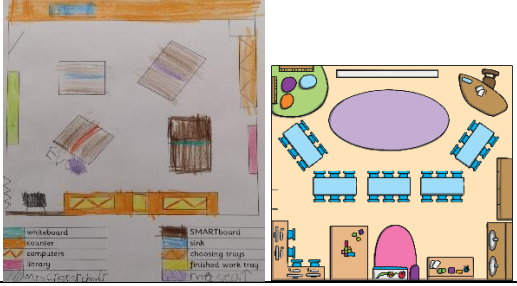
Mendell Primary School

Aspire Challenge Achieve

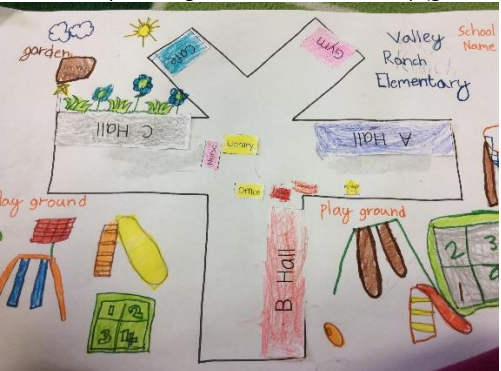
Medium Term Plan Geography – Autumn term



Year Group: 1		Term: Autumn 2021		Teacher: Nicole Morning		Subject lead: Amy Harris		Overview: Local Geography study: Fieldwork around our school		Key end points: By the end of this unit children will be able to: *Name and describe physical and human features in the local environment. * Talk about features of the local environment that are liked and disliked. *Carry out a small local survey, e.g. traffic *Create a simple map of a familiar location using symbols and a simple key to represent landmarks.	
Links to other learning: Maths: directional language, data handling – counting vehicles. English: Letter writing Forest school links: journey sticks		Prior learning/future learning: F2 Messy maps Y2: Mapping skills in local area Y3: Fieldwork in Chester		Risk Assessment: Risk assessment must be completed for walk around local area. Pupils must be taught to walk safely around school grounds/local area. Class teacher to assess appropriate adult: child ratio and supervision levels. Check media and travel permissions for all pupils.		High Quality Text: The lost words by Robert MacFarlane		National curriculum links: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct 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.		Common misconceptions: Spatial misunderstanding of size of places on a map. Misunderstanding of sense of scale in locality i.e. difference between village, town, city etc.	
<u>Learning Intention</u>		<u>Real life links</u>		<u>Lesson Outline</u> (Key Questions in colour)				<u>Resources</u>		<u>Vocabulary</u>	<u>Lowest 20% Adaptations</u>
1	I can use observational skills to study the geography of our school.	Forest school lesson Introduction to journeys Range of maps		Explain to the pupils that the skills we are going to learn today are fieldwork techniques to help us think like a geographer and begin to understand a simple map. Show pupils a variety of different maps, plans and globes including floor plans, bus and train maps, street maps, atlases, plans of the school, aerial maps, Google Earth, Satnavs and any others available. Let them look and touch them all. What do you already know about maps? What do you think people use maps for? (travel/locations of features etc.) Are the maps flat or round? What can you see on the maps? Record what pupils say as formative assessment and add these to working wall. Introduce the definition of a map and explain common features of a map/what people use maps for using the different examples. Explain to the pupils that they are going to on a journey around our school grounds to understand our immediate locality. Share the image of the school grounds with pupils (see resources.) Can they recognise any parts of our school? Visit 5 different areas of the school grounds e.g. Hall, Muga, trim trail, forest school, library. Using an i-pad take photos of these key areas. On the journey encourage a range of directional language and assess pupils				Range of maps including: floor plans, bus and train maps, street maps, atlases, plans of the school, floor plans, aerial maps map of school grounds (see resources)		map route journey symbols near far left right above beside title symbol grid direction forest school Muga	Support adults to provide i-pads to capture photos of journey in chronological order.

			<p>understanding of this in preparation for next lesson (see vocabulary.) Upon returning to the classroom, pupils to sequence photographs of areas visited in their books in the order they saw them and record the names of these areas. (see resources for photos)</p> <p>Exit pass for lesson: What key features do we now know that maps should include?</p>		<p>hall library trim trail</p>	
2	I can devise a simple map and use the four compass directions	<p>Maps</p> <p>4 compass points for direction</p>	<p>Explain to the pupils that the skills we are going to learn today are to use secondary sources of evidence (photographs) to help us think like a geographer and draw a simple map of the classroom.</p> <p>Recap key features of maps from previous lesson and refer to working wall created so far. Show examples of aerial photographs What is a map? (a representation of an area of land or sea showing physical features, cities, roads etc.) What is an aerial map? (A map of a location taken from above in the air.) Why do we need maps? (To help us organise information and travel from one location to another)</p> <p>Show pupils prepared photos taken at a range of locations within the classroom (aerial photos – explain that these are taken from above) or take photos with pupils prior to the lesson in small groups. Can pupils identify objects from the photos? Place a large outline of the classroom on the carpet using rope and define key places in the classroom such as the windows, cupboards and entrance. With the pupils sitting around the edge, ask them to arrange the photos so they are in the right place. Use directional language from the previous lesson. Tell the class that they have created a plan of the classroom. Introduce the four compass points with a mnemonic to remember the order such as ‘Never Eat Shredded Wheat.’ What is a compass? (A tool used for finding directions) Who might need a compass? (Scientist, explorer, hiker etc.) Why might we use one? (To navigate, locate and direct.) Show pupils how direction can be discovered using a basic compass.</p> <p>Give pupils time to look around the classroom and think about what they can see. Pupils create their own plan of the classroom from a ‘birds eye view’, marking on key objects and features of the room. Pupils to add a colour coded key. (Enlarge image below to see wagoll) Can they add the four compass points to their map? Pupils share and compare their plans of the classroom and discuss how they represented distance and direction on their plan.</p> 	<p>compass class toy rope photographs of classroom colouring pencils rulers Aerial map photographs</p>	<p>North East South West Plan Aerial view Map Observation Compass Directions Key Title Plan</p>	<p>Support adults to do a pre-teach of aerial maps with pupils and/or show them a range of different images from ‘birds eye view’</p>
3	I can identify and understand the difference between human and physical	<p>Human and physical features of local area</p>	<p>Explain to the pupils that the skills we are going to learn today are to use geographical vocabulary and decision-making skills to help us think like a geographer and identify human and physical features of our environment.</p> <p>Find out what the pupils already know about their local area. Take pupils to the front of school. What street is our school located on? (Allport Lane) Can they find the street sign? Take photos to record in books. Back in the classroom ask pupils What is our local area called? (Bromborough) Locate Bromborough on a range of maps and explain that this is a town within the Borough of Wirral, Merseyside. Add to working wall.</p>	<p>Range of maps Word of the week/classroom display Sorting hoops Photo mats Scissors Whiteboard pens Images of human and physical features of local area</p>	<p>Local area Bromborough Allport Lane Town Wirral Merseyside Physical Human</p>	

	environmental features.		<p>Word of the week: area – pupils to find out and record the meaning of this in their books. Add to classroom display</p> <p>Ask pupils to discuss in talk partners what they can see from their classroom window or from standing on the playground. As a class make a list. Explain that we can sort these features into two groups: human or physical features of the environment. Use the video clip to explain the concept: What are human and physical features? - BBC Bitesize Provide pupils with visual examples from Geography Association word mats (see resources) and sort into groups as a class. Use sorting hoops or IWB for this. Photograph sorting activity for books. What makes something a physical feature compared to a human feature? (physical features are natural and human features are built by people.) Which of these features have you seen and experienced yourself?</p> <p>Using the visual human and physical features images from the local area (see resources), cut up the pictures from both and mix them together. Pupils to sort images into two groups: human and physical features. Record in books.</p> <p>Ask pupils to choose one physical and one human feature and then talk to a partner about it: explain what it is, why they chose it, what makes it a physical or human feature, what they like or dislike about this feature.</p>		School Directions Trees Stream Post box Road sign Shops Shopping centre Railway station Vegetation Soil Field Bromborough Cross St. Barnabus church	
4	I can devise a simple map of our school and use symbols in a key	Digimaps	<p>Explain to the pupils that the skills we are going to learn today are to use secondary sources of evidence (photographs) to help us think like a geographer and draw a simple map of our school grounds.</p> <p>Recap prior learning on local area and understanding of locality so far. Present children with digimap image of local area. (download from Digimap For Schools (edina.ac.uk)) Ask pupils if they can find our school. How do you know which building or symbol is the school? (Surrounding landmarks, size and shape of school outline sch for short etc.) How are places represented on maps and plans? (symbols) Can you recognise any other key landmarks or special places like your own street or local park?</p> <p>What is fieldwork? (Practical work in the natural environment) What things might we do on a fieldwork walk? (collect information, sketch observations etc.) What might we observe on a walk around our school grounds? (range of human and physical features.) Show the pupils an aerial plan of our school (see resources) to see the shape of it and highlight the key areas. Take children around the school grounds in small groups. Pupils walk around the school environment, observing features, use of space and engaging in teacher-led discussion about the environment. What can you see, hear, smell, touch? Why is this place important? Take 5 or 6 photos of key areas with i-pad e.g. school building, Muga, field, hall, forest school, playground etc.</p> <p>Back in the classroom, ask pupils questions about size comparisons between different areas e.g. Which was bigger, the Muga or playground? (Playground) This will support children in ensuring their maps are drawn accurately using a sense of size and scale.</p> <p>In their groups, pupils then create a simple map of the school using their five or six photographs. They consider the distance between each location, the direction of travel from one to the other and the size of different locations. Pupils add some labels to help them (e.g. classroom, lunch hall, sports hall etc.). This should form a map a bit like an aerial photo of the school. Pupils have a go at using a compass to draw a North arrow on their plan. Use a key (e.g. labelling doors, trees, toilets etc), labels, colour and a title.</p> <p>Assessment checkpoint: Have they recorded correctly the size and proportions of different locations on their maps?</p> <p>Extension:</p>	i-pads digimaps image photographs of school areas labels compass map jigsaw puzzle of school directional language wordmats	Observe Photograph Label Key Fieldwork Aerial view Environment Plan Title	Support adults to discuss route around school ahead of time to help pupils plan so that they are readily prepared.

		<p>Pupils create a map key with pictorial representations of different places in the school, for example a football as a symbol for the playground, or a knife and fork for the lunch hall. Pupils share their maps and discuss symbols that could be used to represent their key locations in the school grounds. Ask pupils to then volunteer to draw a symbol on the board and peers guess the place that each symbol represents.</p> <p>Exit pass - Laminate and cut up map of school grounds into squares. Give pupils one square each to focus on then after they have looked and identified features, ask them to match the squares together to re-make the map (give sets of squares to a group)</p> 			
<p>5 I can use simple fieldwork to evaluate landmarks in our local area</p>		<p>NB/ Additional adults needed for this lesson) Explain to the pupils that the skills we are going to learn today are to ask geographical questions to help us think like a geographer and analyse evidence about our local area to justify conclusions. Recap prior learning about locality and use Google Earth to locate our school within the local area: Google Earth</p> <p>Explain to pupils that we are now going to develop our fieldwork skills and progress from looking at classroom/school to our local area.</p> <p>Use Google maps to illustrate a walk that pupils will be taking around the local area.</p> <p>Memory flashpoint: What human and physical features might we see in our local area? (Houses, roads, shops, trees etc) Identify areas where pupils should be particularly aware of issues to do with safety e.g. crossing a road, near the edge of a water etc.</p> <p>Take pupils on a short walk outside the school gates to observe the immediate locality. Explain to pupils that they should also think about features they see in our locality that they like and features that they think could be improved. Take photographs using i-pads. Recap human and physical features of the environment whilst on walk from lesson 3. Challenge pupils to find different human and physical features of our locality whilst on walk e.g. a semi-detached house, field, shops etc. You could encourage them to complete a field sketch for evidence along with recording the street name for evidence of location. Back in the classroom use a washing line to sequence the photographs. Spread the photographs on a large sheet and ask students to work out the route they took e.g. we turned left here, we went up there etc. Engage in a class discussion about our walk.</p> <p>What did pupils like about the location? Why? Were there any areas for improvement that we observed e.g. parking/traffic/litter/safety/cleanliness? Who could help us improve these? How could we improve them?</p> <p>Provide pupils with a digimap of local area containing route followed (download from Digimap For Schools (edina.ac.uk) Children to add arrows to show route taken. Can they describe the route using directional language and four compass points? More able to record this. Provide pupils with time to discuss physical and human features identified on their route and then encourage them to label these on their map.</p>	<p>Clipboards i-pads Google Earth Washing line QR codes</p>	<p>Local area Improve Safety Danger Council Parking Traffic Litter Noise Clean Dirty Streets Environment Fieldwork Observe Record Route</p>	<p>Support adults to discuss route around local area ahead of time and recap human/physical features to help pupils plan so that they are readily prepared.</p>

			<p>Using i-pads, record videos of pupils describing their route taken and physical and human features identified along the way. Pupils should also verbalise their opinions about their local area in terms of features they liked and those that could be improved and why.</p> <p>Record video evidence in books using QR codes QR Code Generator Create Your Free QR Codes (qr-code-generator.com)</p>			
6	<p>I can collect information about human features in our locality</p> <p>I can conduct a traffic survey using data handling</p>	<p>Transport</p> <p>Local street outside school</p> <p>Maths links</p>	<p>Explain to the pupils that the skills we are going to learn today are to ask geographical questions to help us think like a geographer and collect, record and present evidence to help us find out about the traffic in our local area.</p> <p>Recap prior learning on location of Bromborough/our local area/physical and human features of the environment. Word of the week: Location – pupils to record the meaning of this in their books.</p> <p>Explain to pupils that today we are going to focus on human features of our locality; in particular traffic. What is the street name that our school is located on? (Allport Lane)</p> <p>Pupils to discuss and generate types of vehicles/transport with a focus on which ones we might see in our local area. Show examples (Memory flashpoint EYFS). Add to working wall. Explain to pupils that today we are going to carefully conduct a traffic survey outside of the school gates to answer our enquiry question: Which vehicles drive past our school?</p> <p>Discuss safety precautions i.e., pupils working in partners/staying near to school fence away from road.</p> <p>What type of vehicles might we see going past our school? Why might we each get different results? (time of day, people in work etc)</p> <p>Why might we not see certain vehicles such as lorries? (smaller, quieter road – these are more likely to be found on busier routes)</p> <p>Why might we get different results if we did our survey at the weekend or different time of day? (weekend – less people commuting to work etc)</p> <p>Pre-teach/simple introduction on data handling may be needed prior to recording data. Model how to create a simple tally chart to collect data. Alternatively, pupils could record as individual mark making rather than tallies. Pupils to carry out investigation. On return to class discuss results as a group. Which type of transport was most/least popular? Tailor key questions to results obtained from survey. Model how to transfer tally chart data to create a simple block diagram using pre-made simple graph templates (see resources – NB/You may want to enlarge/adapt these for individual pupils). Pupils to answer questions about their data e.g. which mode of transport was the most popular?</p>	<p>Clipboards</p> <p>Pencils</p> <p>Examples of different vehicles</p> <p>Data collection sheets</p>	<p>Traffic Survey</p> <p>Location</p> <p>Street</p> <p>Cars</p> <p>Buses</p> <p>Bikes</p> <p>Motorbikes</p> <p>Transport Vehicles</p> <p>Data</p> <p>Tally</p> <p>Chart</p> <p>Block diagram</p> <p>Most/least popular</p>	<p>Pre-teach with pupils to identify types of vehicles and discussion about which types we are likely to see outside school.</p>

Vehicles on the road	Number of vehicles
Car	
Bike	
Lorry	
Bus	
Motorbike	

