

Year 1

GEOGRAPHY CONTEXT: My Local Area and My School



KEY VOCABULARY:

Land	The part of the earth's surface that is not covered by water.
Map	A representation of an area of land or sea showing physical features.
Route	A way or course taken in getting from a starting point to a destination.
Aerial photograph	A photograph taken from the air.
Human features	Things that have been built by people and would not exist without people.
Physical features	Things that are natural and would exist without people.

As Geographers we will...

Pupils should be taught to 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.

Pupils should be taught to 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

Pupils should be taught to use basic geographical vocabulary to refer to some key human and physical features in and around Catcott Primary school



Key Questions:

Where is Catcott Primary School?

What is in Catcott Primary School?

What is around Catcott Primary School?

Year 1

GEOGRAPHY CONTEXT: My Local Area and My School



What I need to know:

Pupils need to know what a map is and be able to identify their school on a map. They should use basic symbols in a key to add markers to their home and the school before plotting their route to school.

Pupils then need an understanding of aerial images and should be able to use these to identify the key human and physical features in the school and local area.

Fieldwork:

Use maps to identify their school, home and key human and physical features in the surrounding environment.

Draw basic maps of areas of the school grounds.

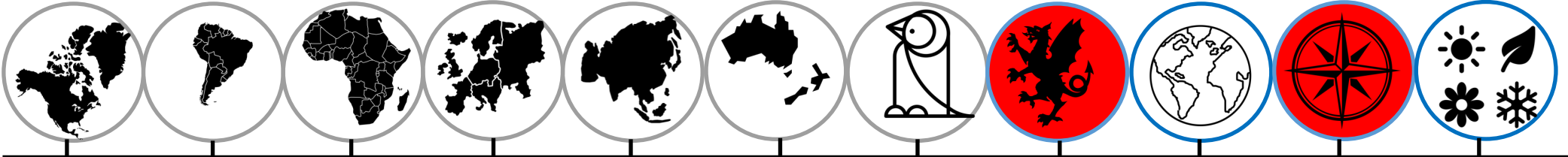
Go for a walk around the village to identify the key human and physical features around the school.

Assessment:

By the end of this area of study, children should be able to recognise and name the key human and physical features within the school grounds and in the surrounding environment. They should have good understanding of the key vocabulary.

Year 1

GEOGRAPHY CONTEXT: My Local Area and My School



<https://digimapforschools.edina.ac.uk/roam/map/schools>

Theme 1: Where is Catcott Primary School?

Starter

KWL grid– prompt with key questions.

Ask pupils the key question for this theme and discuss. Encourage use of locational and directional language, e.g. near, far.

Main

Ask the children what they already know about maps. What are they? What are they used for? What do they look like?

Look at aerial map of Catcott School on Digimaps. Discuss what the children can see around the school. What is it near to? Is it near any other villages? What about towns or cities? Is it anywhere near the sea?

Ask children to draw a picture or write a sentence showing how they travel to school—do they live near to Catcott Primary School or far away?

Explain to the children that they will be plotting their route to school on a map. Add a marker on digimaps on pupils' homes and on Catcott School. Give children chance to look at their house on the map and discover what it looks like from an aerial perspective/ on an ordnance survey map and what it is near to.

Children can either add a drawing on Digimaps to plot the route from the marker at their house to the marker at Catcott Primary School, or the map can be printed with the 2 markers for them to plot their route by drawing on the paper. This can be extended by asking children to label the direction they are travelling in (NSEW).

Plenary / assessment.

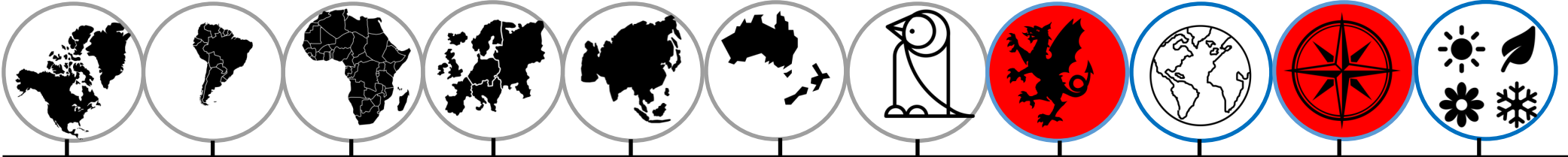
Ask children to present their map to the class and explain how they travel to school. Extend their learning by asking them questions about the location of their home and school– what are they near to?

Also, ask children questions about their journey? How long does it take? Why do they travel that way? What do they see on the way? (beginning to think about human and physical features)

End with asking the class a question– why can some children walk/ cycle to school but some have to come by car or bus?

Year 1:

GEOGRAPHY CONTEXT: Weather and Seasons



Theme 2: What is in Catcott Primary School?

Starter

Start by discussing the key question for this theme and list the children's ideas. Introduce the vocabulary of human and physical features and work through list to sort into these two categories.

Split children into 2 groups (each with adult guidance)- one group will be looking for physical features and one group will be looking for human features. Go for a walk around the school playground with clipboards and support children to draw/ write about what they see within their category. Come back to the class and share with the other group—did they think of all of these features on their initial list? Which is their more of – human or physical? Did anything surprise them?

Main

Show children some aerial photographs of different parts of the school/ classroom—can they identify them?

Ask children to remind you what a map is and how they used them in the previous lesson. Explain that maps can be drawn by creating an aerial image of a location. Model creating a simple map of the classroom and ask children to support you with what to include it and what it will look like from an aerial perspective.

Go back to the playground with clipboards and ask children to draw their own map of the area. Remind them that they will need to draw this from an aerial perspective.

Extend children's learning by encouraging them to label the human and physical features on their maps—they could do this by adding a simple key with symbols to represent human and physical.

Plenary / assessment.

Ask each child to show their map to a partner and explain to their partner what they have drawn and why. Encourage them to use the vocabulary of human and physical features and listen to children's discussions.

Year 1

GEOGRAPHY CONTEXT: My Local Area and My School



<https://digimapforschools.edina.ac.uk/roam/map/schools>

Theme 3: What is around Catcott Primary School

Starter

RECAP

Show a basic map drawing of the playground/ field and ask children to identify which area of the school this is. Work with their support to label the key human and physical features on the map.

Main

Explain that we will now be thinking about what is around the school. Can they think of any human or physical features near to the school? Look on digimaps together and discuss what the children can see around the school—make a list of their ideas to be used as a checklist.

Go for a walk around the local village to look for key human and physical features. Children could work in pairs/ small groups to tick when they see different human and physical features. Some children could be responsible for taking photographs of the human and physical features that are seen around the school.

Encourage discussion while walking about what can be seen, what the school is near to and what the local environment is like.

Plenary / assessment.

Review ticklists and use photographs to inspire discussion around the key question for this theme.

Complete final part of KWL grid— again prompting with questions.