

Geography – What can you see?

(Unit 1 Around our school)
Keystage 1

Aims: To introduce the children to the idea of looking at their local area. An initial study of aspects of local features, land use and the environment

.....

Overview:

-
- Where do I live? Where do other pupils live?
 - Where is the school? How do I get to school?
 - What can we see in the streets around our school?
 - What are our immediate surroundings like?
 - What jobs do people do in our locality?
 - How do people spend their leisure time?
 - Are there any changes taking place in our area?
-

KS1 Geography

- | | |
|--|--|
| <p>1. In undertaking geographical enquiry, pupils should be taught</p> <ul style="list-style-type: none"> a) to ask geographical questions b) to express their own views about people, places and environments c) to communicate in different ways <p>2. In developing geographical skills, pupils should be taught</p> <ul style="list-style-type: none"> a) to use geographical vocabulary. d) use secondary sources of information e) make maps and plans | <p>3. In developing knowledge and understanding of places, pupils should be taught</p> <ul style="list-style-type: none"> a) to identify and describe what places are like. b) to identify and describe where places are. f) to describe and explain how and why places are similar to and different from other places in the same country. <p>4. In developing knowledge and understanding of patterns and processes, pupils should be taught</p> <ul style="list-style-type: none"> a) to make observations about where things are located |
|--|--|
-

Curriculum Links: Design/Tech

Unit 1D – Homes

Art

Unit 2C – Can buildings speak?

ICT

Unit 1A – Introduction to modelling

Unit 1C – Information around us

Unit 1E – Representing information graphically

Unit 2B – Creating pictures

QCA Links: Geography:

Unit 1 – Around our school

Unit 25 – Geography and numbers

.....

IT – An Introduction to Modelling

Keystage 1

DingDing Activity	Unit 1 Geography links	Cross Curricular links
Teacher's worksheet to demonstrate landmarks on a route	Describe a route	
'Show me' mode to view previously created timelines	Describe a route	<p>ICT 1A – computers can represent real or fantasy situations</p> <p>DT 1D - that we live in many different types of homes</p> <ul style="list-style-type: none"> - the names of different buildings and the main features
<p>'Create' mode to design a timeline using:</p> <ul style="list-style-type: none"> • prepared clip art • customise clip art • 'Draw what you saw' feature • Adding text to timeline 	<p>Describe a route</p> <p>Recognise some of the physical and human features in their locality</p> <p>Understand some of the ways in which features are used.</p>	<p>ART 2C - about differences and similarities in buildings</p> <p>GEOGRAPHY Unit 25 – Shape and Space – draw a plan of their journey from home to school</p> <p>ICT 1A - computers can represent real or fantasy situations.</p> <ul style="list-style-type: none"> - a computer can be used to represent a wide range of environments and some are more elaborate than others - a computer is not an exact replica of the original - they can use a computer to create representations of various scenarios <p>ICT 1C - that information can be presented in a variety of forms</p> <ul style="list-style-type: none"> - that pictures provide information - that computers use icons to provide information and instructions <p>ICT 1E - that data can be collected and presented as pictograms</p> <ul style="list-style-type: none"> - that ICT can be used to create pictograms - to use ICT to classify information and present findings <p>ICT 2B - that ICT can be used to create pictures</p> <ul style="list-style-type: none"> - to select and use different techniques to communicate ideas through pictures

IT – An Introduction to Modelling

Keystage 1

Overview

DingDing Activity	Unit 1 Geography links	Cross Curricular links
'Design a shop front' worksheet	Understand some of the ways in which features are used.	ART 2C - about differences and similarities in buildings

Lesson 1 - Where do I live? Where do other pupils live?

Keystage 1

Children should learn	Activity	Learning Outcomes	Resources	Cross curricular links
<ul style="list-style-type: none"> All pupils have a personal address 	<ul style="list-style-type: none"> Ask the children to write out their own address (some may need help) Explain each line of the address <ul style="list-style-type: none"> - County, - Town, - Street, - House number In groups children find each others address and identify on map – draw picture of child against their address. 	<ul style="list-style-type: none"> Know their own address Understand the significance of each line of the address 	List of children's addresses IWB or A3 size enlarged map of the school area and copies for the groups	
<ul style="list-style-type: none"> All pupils travel to school 	<ul style="list-style-type: none"> Identify the school on the maps. Discuss how the children come to school 	<ul style="list-style-type: none"> Represent the various types of travel on a simple graph Draw some conclusions from their findings 	Squared graph paper Data handling software	ICT 1E

Lesson 2 - Where is the school?

Keystage 1

Children should learn	Activity	Learning Outcomes	Resources	Cross curricular links
<ul style="list-style-type: none">Their sense of place in relation to home and school	<ul style="list-style-type: none">Ask children to draw a map of their route from home to their classroom and describe the route to their partner	<ul style="list-style-type: none">Draw a map showing their route to schoolRecognise where places are within the school		<ul style="list-style-type: none">Art 2CGeography Unit 25

Lesson 3 - How do I get to school?

Keystage 1

Children should learn	Activity	Learning Outcomes	Resources	Cross curricular links
<ul style="list-style-type: none"> To describe a route 	<ul style="list-style-type: none"> Using DingDing worksheet describe places on a route to school Using the 'Show me' mode children to describe a teacher prepared route, identifying familiar items Using the 'Create' mode children to build their own short journey using clip art (to be used in next lesson) 	<ul style="list-style-type: none"> Draw a map showing their route to school or favourite building 	<ul style="list-style-type: none"> DingDing worksheet* Teacher prepared route using 'Show me' mode of familiar area, created in 'Create' mode – may wish to include digital photographs 	<p>ICT1A , 1C and 2B</p> <p>ICT1A , 1C and 2B</p> <p>ICT1A , 1C and 2B</p>

Lesson 4 - What can we see in the streets around our school?

Keystage 1

Children should learn	Activity	Learning Outcomes	Resources	Cross curricular links
<ul style="list-style-type: none"> To recognise some of the physical and human features in their locality To understand some of the ways in which features are used 	<ul style="list-style-type: none"> Using previously created timeline add text to the pictures Children can customise some of the clip art – add their own names to the shops fronts Children can use the ‘<i>Draw what you see</i>’ option to draw locations not included in the clip art Describe how the features on their timeline are used 	<ul style="list-style-type: none"> identify a clear sequence of features seen on their route 	<ul style="list-style-type: none"> Route created in previous lesson Fun Sheet 2 (Coming Soon - <i>look under the Factsheet button on the website</i>) 	Art 2C DT 1D ICT1A , 1C and 2B

**Lesson 5 - What are our immediate surroundings like?
What jobs do people do in our locality?**

Keystage 1

Children should learn	Activity	Learning Outcomes	Resources	Cross curricular links
<ul style="list-style-type: none"> • Describe the features of the local environment • To express views on the features • That changes occur in the locality 	<ul style="list-style-type: none"> • Using the paper copy of their routes, describe to other children significant features of their route • discuss their favourite and least favourite places on the route 	<ul style="list-style-type: none"> • Use a range of word and pictures to show their views on the quality of their environment 	<ul style="list-style-type: none"> • Paper copy of the route created in previous lessons 	<p>Art 2C DT 1D ICT1A , 1C and 2B</p>

Lesson 6- What jobs do people do in our locality?

Keystage 1

Children should learn	Activity	Learning Outcomes	Resources	Cross curricular links
<ul style="list-style-type: none"> To identify some of the uses of land and buildings in their locality To understand that these uses are linked to the work people do 	<ul style="list-style-type: none"> Identify different uses of land and buildings from 'Show me' timelines Discuss what types of jobs people might do in the timelines In 'Create' mode design their own building from teacher prepared list 	<ul style="list-style-type: none"> Recognise that different places in the area support different kinds of work 	<ul style="list-style-type: none"> Various 'Show me' journeys/timelines which illustrate different land and types of buildings Ideas for different types of buildings for children to create Fun Sheet 2 (Coming Soon - look under the Factsheet button on the website) 	Art 2C DT 1D ICT1A , 1C and 2B

Lesson 7 - How do people spend their leisure time?

Keystage 1

Children should learn	Activity	Learning Outcomes	Resources	Cross curricular links
<ul style="list-style-type: none"> about the need for leisure activities and the types of facilities available 	<ul style="list-style-type: none"> With the children's help, design and carry out a survey of how they, their parents, other adults and friends spend their leisure time. With the children's help, use local maps, photographs, including aerial photographs, and leisure advertisements in local newspapers to plot local recreational facilities on a base map. 	<ul style="list-style-type: none"> know that a local area may have a variety of leisure facilities know that local leisure facilities depend on people to support them 	<ul style="list-style-type: none"> Data handling software local newspapers, maps, aerial photographs 	<p>ICT 1E</p>

Lesson 8 - Are there any changes taking place in our area?

Keystage 1

Children should learn	Activity	Learning Outcomes	Resources	Cross curricular links
<ul style="list-style-type: none">• How places change for better or worse over time	<ul style="list-style-type: none">• Discuss with the children the changes they have noted during their work on the area. With help from the children, make a list of them and mark them on a large map of the area. Take photographs of the changes to form a historical record that future classes can use when looking at how the area has changed.	<ul style="list-style-type: none">• Realise that the process of change is continuous and happens in most places• Develop their understanding of chronology		