



Context

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| Unit | Where I Live | | |
| Assessment | Create a map of their journey | | |
| Key Knowledge <i>How does this unit fit in? What Big Ideas are explored?</i> | <p>This unit focuses on the immediate locality where the children from our school live . The children will develop locational knowledge based on the view from the school and local walks. They will build place vocabulary to define where they live, which is deepened through fieldwork experiences and using maps. This will link direction with their work in EYFS in exploring the local area. They will have completed local area walks and created maps. This topic should increase the complexity as the focus is on mapping journeys with more formal map features.</p> <p><i>UK map should be displayed to build children’s knowledge of where they live.</i></p> | | |
| Skills <i>What skills are taught in this unit? Skills Progression</i> | <p>Enquiry - Use a range of sources (maps, atlases, globes, photographs) to recognise landmarks and features. Location & Place - Identify similarities and differences between where we live and other places in the UK and the wider world. Human & Physical - Identify human and physical features in the local area. Mapwork - Locate the countries of the UK (using world maps, atlases and globes).</p> | | |
| Vocabulary <i>To be displayed on the working wall</i> | Fieldwork Near Far direction | Settlement Birds eye view Road street | Town Aerial view Map Location |

Unit Overview

| Enquiry Question | | Learning Intention | Focus Skill | Diversity | Local Geography | Curriculum Links |
|------------------|--|---------------------------------|--------------------------------------|-----------|--|--------------------|
| 1 | What do we know as local area experts? | To explore my local area. | Location & Place Human & Physical | | Throughout the unit children should be encouraged to | |
| 2 | How do you read a plan? | To use a plan of the classroom. | Map skills | | | Maths - Positional |

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| | | | | | make explicit links between the settlements studied and their own local area (West Drayton) | Language |
| 3 | How do you use a map? | To explore maps. | Map skills Location & Place | | | Maths - Positional Language |
| 4 | Where is our nearest open space? | To plan a journey. | Map skills Location & Place | | | |
| 5 | Fieldwork - local area walk to the park. Using the song created in Lesson 4 to use a map to take their journey. | | Map skills Fieldwork | | | |
| 6 | Can we share our journey to share what our area is like? | To create a map. | Map skills Fieldwork | | | Maths - Positional Language |

Lesson 1

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| Enquiry Question | What do we know as local area experts? |
| Learning Intention | To explore my local area. |
| SOLO SC: Uni- Structural | I can name different things found in a town. |
| SOLO SC: Multi- Structural | I can recall and describe what I see in my local area. |
| SOLO SC: Relational | I can explain places I go to often and rarely in my local area. |
| SOLO SC: Extended Abstract | I can reflect on where I go in my local area and why. |
| The lesson (How will children meet the LI?) | <p>CONCEPT - The key concept to focus on in this lesson is <u>settlements</u>, particularly the settlement in which we live. The main aim of this lesson is to start with the children's knowledge and experience of their local area. Geography in KS1 is most effective when starting at pupils' experiences. They will reflect on features of their local area and learn that West Drayton is a town.</p> <ul style="list-style-type: none"> - Introduce the knowledge organiser for this unit. - Introduce the key concepts for this unit. Do children know what a settlement is? How does this unit fit in with our |

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| | geography journey so far? - Ask children - where do we live? Where is our school? Ensure children know they are in West Drayton which is a town . - Discuss places they know/have been in the local area. - How do you travel to school? What do you see on your journey? - Share pictures of the local area. What do you see? Discuss which places they go to often or rarely. - RS Lesson Plan 1 - This is the basis of most of this lesson. - <u>Main Task</u> - Children write/draw places they visit often, and places they visit rarely. | | |
| Key Vocabulary for the lesson | settlement town local area Travel journey | house Shop Tesco park | Bus stop Shop Train station flats/apartment block |
| Resources | RS Lesson Plan 1 | Images of WDA and West Drayton | |

Lesson 2

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| Enquiry Question | How do you read a plan? |
| Learning Intention | To use a plan of the classroom. |
| SOLO SC: Uni- Structural | I can name things I see in a plan. |
| SOLO SC: Multi- Structural | I can describe the location of things I see in a plan. |
| SOLO SC: Relational | I can create an accurate plan of the classroom. |
| Platinum challenge | I can label a map of the playground. |
| The lesson (How will children meet the LI?) | CONCEPTS: The aim of this lesson is for children to be able to understand that real places can be represented in map/plan form. They will explore and understand an aerial view/birds eye view. This will be focused on the classroom to meet children |

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| | <p>at their experience level. The understanding developed here will be built upon to look at maps of their immediate local area.</p> <ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - RS Lesson 3 - This is the basis of this lesson. - Show children a range of maps. Discuss - what is a map? Why is it used? - Discuss that people may use maps to get to places. Once we know where a place is, we hold the map in our head. E.g. do you need a map to find your kitchen in your house? No - you know where it is. - Discuss that smaller places (buildings for example) may have a plan - a smaller map to know where things are. - Show a plan of the classroom. Introduce the terms 'birds-eye view' and 'aerial view'. Point out that we can't see things such as the table legs, what is under the desk etc. Ensure they understand the view that a plan shows. - Show children a muddled up map of the classroom (prepared before the lesson) - Explain that things are in the wrong places. Can they fix it? Children work in groups at tables to correct the map. - Discuss - how did you know things were wrong? Encourage use of locational/directional/positional language. - Place objects on tables/around the room. Children to add to a (correct) map of the classroom these items. They must draw the correct number of items (e.g. 4 teddy bears on a table) - Plenary - show the school aerial view on Digimaps - can they identify where the school is? What can they see? (just show aerial view - not map form yet). |
| <p>Key Vocabulary for the lesson</p> | <p>Map Birds-eye view Plan Aerial view Above</p> |
| <p>Resources</p> | <p>RS Lesson 3</p> |

| Lesson 3 | |
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| <p>Enquiry Question</p> | <p>How do you use a map?</p> |
| <p>Learning Intention</p> | <p>To explore how to read maps.</p> |
| <p>SOLO SC: Uni- Structural</p> | <p>I can locate features on an ariel view map.</p> |
| <p>SOLO SC: Multi- Structural</p> | <p>I can use an ariel view to locate features in the playground.</p> |

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| SOLO SC: Relational | I can use a map to locate features in the playground. | | | | | | | | | | | | |
| Platinum challenge | I can label features on a map of the local area. | | | | | | | | | | | | |
| <p>The lesson (How will children meet the LI?)</p> | <p>CONCEPTS: The aim of this lesson is for children to be able to understand how to read maps. They will build on the previous lesson where they explored a plan of the classroom and extend this to the immediate local area. This will support the next lesson planning their fieldwork journey.</p> <ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - RS Lesson 4 Plan - This is the basis of the lesson. - Show children aerial view of the school on Digimaps - slowly slide to the map view. What is the same and different? Ensure they understand how a map shows a real place. - Show them a map of the playground with letters marked on it. Can they recognise what this place is? How? What do they see? Recap terms such as aerial view and birds-eye view. - In the main task, stick letters around the playground in corresponding places to what is marked on the map. Children will work in groups or pairs to find these letters and match pictures/write what is at each letter. - Back in class, recap what they have learned. How did they know where to go? What was easy and what was hard? - Explain that next lesson we will be planning a journey. Finish the lesson by exploring aerial view and map view on Digimaps of the local streets. | | | | | | | | | | | | |
| Key Vocabulary for the lesson | <table> <tr> <td>Map</td> <td>Birds-eye view</td> <td>Far</td> <td>Next to</td> </tr> <tr> <td>Plan</td> <td>Location</td> <td>Left</td> <td>In front of</td> </tr> <tr> <td>Aerial view</td> <td>near</td> <td>Right</td> <td>Behind</td> </tr> </table> | Map | Birds-eye view | Far | Next to | Plan | Location | Left | In front of | Aerial view | near | Right | Behind |
| Map | Birds-eye view | Far | Next to | | | | | | | | | | |
| Plan | Location | Left | In front of | | | | | | | | | | |
| Aerial view | near | Right | Behind | | | | | | | | | | |
| Resources | | | | | | | | | | | | | |

Lesson 4

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| Enquiry Question | Where is our nearest open space? |
| Learning Intention | To plan a journey. |

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| SOLO SC: Uni- Structural | I can say what I can see on an aerial view. | | | | | | | | | | | | | | | | |
| SOLO SC: Multi- Structural | I can identify green spaces on an aerial view. | | | | | | | | | | | | | | | | |
| SOLO SC: Relational | I can plan a journey on an aerial view or map. | | | | | | | | | | | | | | | | |
| Platinum challenge | I can explain the directions on a journey on an aerial view or map. | | | | | | | | | | | | | | | | |
| The lesson (How will children meet the LI?) | <p>CONCEPTS: The aim of this lesson is for children to apply their recently acquired knowledge of maps and plans to plan a route to the park. This route will be used in next lesson's fieldwork.</p> <ul style="list-style-type: none"> - Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. The aim is that children are able to remember more over time. - RS Lesson 5 Plan - This is the basis of this lesson and the next lesson. However, the fieldwork will not have taken place yet. - Look at digimaps/google Earth to explore the school's immediate surroundings. Discuss what you can and can't see? - Ask children where our nearest 'green space' is. Search on the mapping system chosen. - Identify the local park - talk about what direction it is from school using compass directions. - Explain that we will be going to the park together and mapping what we see on our journey. - <u>Task</u> Children have a printed, large copy of the aerial view from school to the park. They need to map out the journey they will take - they could do this with resources (cubes?), drawing, etc. <ul style="list-style-type: none"> - Ask the children to identify where there would be a danger - simple key - e.g. Red cube - danger (could go on a crossing for example) - Ask the children to identify which directions they are going at different points, when are they turning left, right, etc. - On the carpet, map the journey together and make sure all children know the journey. Mindmap as a class - what do you think we will see on our journey? - Take photos as evidence. | | | | | | | | | | | | | | | | |
| Key Vocabulary for the lesson | <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Map</td> <td style="width: 25%;">Direction</td> <td style="width: 25%;">Right</td> <td style="width: 25%;"></td> </tr> <tr> <td>School</td> <td></td> <td>Key</td> <td></td> </tr> <tr> <td>Aerial view</td> <td></td> <td>Journey</td> <td></td> </tr> <tr> <td></td> <td>Left</td> <td></td> <td></td> </tr> </table> | Map | Direction | Right | | School | | Key | | Aerial view | | Journey | | | Left | | |
| Map | Direction | Right | | | | | | | | | | | | | | | |
| School | | Key | | | | | | | | | | | | | | | |
| Aerial view | | Journey | | | | | | | | | | | | | | | |
| | Left | | | | | | | | | | | | | | | | |
| Resources | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Digimaps log in (liaise with Geography lead if needed)</td> <td style="width: 50%;">Printed large scale maps/aerial view</td> </tr> </table> | Digimaps log in (liaise with Geography lead if needed) | Printed large scale maps/aerial view | | | | | | | | | | | | | | |
| Digimaps log in (liaise with Geography lead if needed) | Printed large scale maps/aerial view | | | | | | | | | | | | | | | | |

Lesson 5

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| Enquiry Question | Where is our nearest open space? | | | | | | | | | | | | |
| Learning Intention | To follow a journey on a map | | | | | | | | | | | | |
| SOLO SC: Uni- Structural | I can say what I see in my local area | | | | | | | | | | | | |
| SOLO SC: Multi- Structural | I can describe the location of landmarks | | | | | | | | | | | | |
| SOLO SC: Relational | I can explain my journey using my map | | | | | | | | | | | | |
| Platinum challenge | I can identify landmarks on a map | | | | | | | | | | | | |
| The lesson <small>(How will children meet the LI?)</small> | <p>This lesson is a fieldwork session - Year 1 classes should be given the maps with the journey plotted out from the previous lesson. This will allow them to make connections between what they did in class and the real place. Prior to this, it is important that teachers have been on a visit themselves to decide on key points of the journey to stop and point out.</p> <p>Before the fieldwork: Recap the meaning of fieldwork, discuss what we might see on our journey. Have a safety discussion.</p> <p>On the fieldwork journey, stop at 10 landmarks on the journey - some children could mark on their map where it was (stickers, pens etc), others could take photos. These will be important in the next lesson. Follow the journey to the park using geographical language and prompting children to observe their surroundings and their map/aerial view.</p> <p>When returning to school, or the next day, bring up the map on the board again and mark your 10 landmarks. This will help them retain this for the next lesson.</p> | | | | | | | | | | | | |
| Key Vocabulary for the lesson | <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Fieldwork</td> <td style="width: 33%;">Direction</td> <td style="width: 33%;">East</td> <td style="width: 33%;">Right</td> </tr> <tr> <td>Journey</td> <td>North</td> <td>West</td> <td>Landmark</td> </tr> <tr> <td>Map</td> <td>South</td> <td>Left</td> <td></td> </tr> </table> | Fieldwork | Direction | East | Right | Journey | North | West | Landmark | Map | South | Left | |
| Fieldwork | Direction | East | Right | | | | | | | | | | |
| Journey | North | West | Landmark | | | | | | | | | | |
| Map | South | Left | | | | | | | | | | | |
| Resources | Maps | | | | | | | | | | | | |

Clipboards
Pencils
Stickers
Photo taking device (ipad,
camera etc)

Lesson 6

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| Assessment Question | Can we share our journey to share what our area is like? |
| Learning Intention | To create a map. |
| SOLO SC: Uni- Structural | I can order the stops on our journey. |
| SOLO SC: Multi- Structural | I can draw a birds-eye view map of my journey with some landmarks. |
| SOLO SC: Relational | I can draw an accurate birds-eye view map of my journey with a simple key. |
| Platinum challenge | I can add directional information on my map. |
| The lesson (How will children meet the LI?) | <p>CONCEPTS: The aim of this lesson is for children to apply their learning from the topic. They will recap their fieldwork and create their own map to present their journey.</p> <p>RS Lesson 6 - This is the basis of the lesson, in conjunction with some resources from Lesson 5.</p> <ul style="list-style-type: none"> -Display the route and photos from the fieldwork - ask children to recall their journey. -Introduce them to the song - lyrics found here- each stop of the journey can have a lyric - suggested lyrics are found at the bottom. This will be a good way for children to remember and recall their journey. -Model creating a map of the journey. You could use pictures or a simple key. |

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| | <p><u>Task</u> Children create their own maps of their journey. Use this as an assessment opportunity for this topic. This could be differentiated:</p> <ul style="list-style-type: none">-Some children could have the pictures printed to help them-Some children could draw the images of the 10 stops-Some children could use a simple key |
| Key Vocabulary for the lesson | Children will be encouraged to draw upon the vocab used throughout the entire unit. |
| Resources | |