

Big Idea: What is it like where we live?

Prior Learning	<p>*St Lucia topic – idea that it is far away *Chn know that Keyworth is inland *Understanding of the 4 countries and 4 capital cities *Y2 – completed London unit so have knowledge about busy cities</p>			Misconceptions	<p>*Children's personal geographies are many, varied and need to be elicited from them carefully – general understanding of this will vary from child to child. *Concept of near / far varies and is subjective *understanding of city and village we live in Keyworth which is in Nottingham</p>	
Enquiry question	Retrieval activity	Teacher Input (direct teaching)	Activities (modelling and scaffolding)	Key Vocabulary	Pupil Activity /Evidence in books	Geographical Lens (second order concepts)
<p>1. What do we know as local experts?</p>	<p>What is your address? Can you write it down?</p>	<p>You are all local experts! Show children an 'expert' badge and say that because they live near school, and they see, hear and understand lots of things that they can use in their geography learning.</p> <p>Give chn a viewfinder to look in detail out</p>	<p>Differentiation by outcome / level of detail chn use</p> <p>Activity 1: Draw a map of your journey to school. What do you pass? Can you put some local places onto your map?</p> <p>Now show a range of human and physical features in the village. Which</p>	<p>Local Places we visit 'often' Places we visit 'rarely' High street Places of worship Address Detached house Semi-detached house bungalow</p>	<p>Chn have a map they have drawn in their books.</p>	<p>Mapwork and location work</p>

		<p>of their window with. What can they see? Now relate this to google images – show the UK (brief recap of the 4 countries and capital cities) – zoom in on Nottingham then find Keyworth.</p> <p>Share a map of the UK and help them to work out where the local area is on the map. Now close eyes and think about the journeys they make every day. How do you travel? Who are you travelling with? Emphasise that they go on lots of journeys to school, shops, friends.</p>	<p>places do you visit rarely / ofent. Chn to describe each location eg drs surgery, church, shops, school, bus stop, stream, fields, wood.</p> <p>Activity 2: Chn to fill out a table of places they go often / rarely.</p> <p>Plenary: Use some of the photos and create captions about these places eg St Mary Magdalene Church is used by Christians for worship. Sam passes it on his way to the coop.</p>			
2. What is near and what is far?	Give sentence stems about Keyworth and chn complete eg Keyworth is (a village).	Introduce the words 'near' and 'far'. Show images of someone walking, a car and an aeroplane. Remind chn that	Activity: Chn use a diagram to add the names of places that are near and far from Keyworth. Chn should write	Place names eg Manchester East Anglia Wales journeys	Sorted pictures of near/far.	Compare and contrast

		<p>we can do short, close, near journeys by walking but that if we want to go much further then we will need to fly.</p> <p>Show chn images of places and chn show a thumbs up if they think that place is near / thumbs down for far away from Keyworth. Maybe they have seen these places on TV / been to them. Would you need to fly there? Have you travelled a long distance?</p>	<p>captions for the images.</p> <p>Plenary: Focus on vocabulary. Which is the nearest place you go to often? Which is the furthest place you go to often? Introduce the concept of: 'I have never been to...'</p> <p>I go to the _____ and it is far away. / I go to the _____ and it is nearby. I go to the _____ and it is close.</p> <p>This can be differentiated depending on the chn.</p>			
3. How do you read a plan?	<p>Chn give definitions of near / far.</p> <p>Near / far activity – talk about what is near and far.</p>	<p>Why do we have maps? Explain that we have these so that we can agree what is near / far.</p> <p>Show a paper map eg ordnance survey map and ask chn for other reasons we use maps eg to find places. Where</p>	<p>Activity 1: Chn correct the map</p> <p>Activity 2: Place two large objects in the classroom and ask them to draw these correctly onto their map.</p> <p>Differentiate: ask chn to draw 2d shapes that are left on their</p>	<p>Map Plan</p> <p>Above</p> <p>Below</p> <p>Aerial</p> <p>Birds eye view</p>	<p>Classroom plan – chn create their own and add on table plans and where friends sit as well as other furniture.</p>	Map work

else do people have maps? (sat nav, phones, computers as well as paper maps).

Who uses maps? Explain that we all need to find out way around. Once someone gets used to a place they sort of 'hold' that map in their head. Do you hold any maps in your head? Can you get to the toilet without directions? Where else can you get to without getting lost?

Show chn a muddled up version of the classroom which has something included that moves on its own eg a child. Can you see anything strange? Explain that your map is muddled up with things in the

tables. Can you put them in the right places on your map? Chn also add in extra things that have been 'missed off the map'. Chn could label the places where chn sit.

		<p>wrong places. Can they work out what? Let's find out which way it goes. Check the chn are all holding the map the right way then ask them to write compass points: NSEW in the corner. (Support by having large versions of these in the c/room, also).</p>				
4. How do you use a map?	Recap definitions from last week about the map and plans.	<p>Show map of school/ familiar area. Give the children a copy each of your simple map of a familiar area. Ask them questions as they explore the map, e.g. <i>Which area does this map show? What features can you see? Can you see any letters?</i> Give each child an Alphabet Town navigating card, which has three station letters on (ABC,</p>	<p>Using the same map on the whiteboard, draw horizontal and vertical lines on the map to divide it into squares. Label the squares 'A' to 'D' on the x axis, and '1' to '4' on the y axis. Ask: <i>What can you see in A2, D3, C4, etc? Which square has the most clues in it?</i> Vary your grid, depending on the ability of the children. Simply having four, six</p>	<p>Map Plan Familiar Navigation Grid Familiar Symbols Above Aerial Birds eye view</p>	Map work showing chn can use a map by finding the address etc	Mapping

		BCD, CDE, etc). In pairs, the children visit all six locations in order, and fill in their navigation cards by writing in the address that corresponds to their letters	or eight squares might be enough.			
FIELDWORK lesson	Draw a simple map of your route around the green space. Label ten stops on your route of the green space, to see specific landmarks that you have identified. While the children are on the fieldtrip, ask them to take their own photos or draw pictures of the landmarks during this visit, which they can use for the song at the end of week 5.					
5. Where is our nearest open space?	Look at photos from the walk. What landmarks did you see? What journey did we take to get there? Find this and track the map as we discuss. Why is there so much green and grey? Why can we not see blue or white? Discuss other open areas eg Platt Lane, gardens, commons, forests.	Use google images to locate school and find the green areas nearby. Ask the children to discuss in detail the ten landmark stops that they made. If the children took photos on the route or drew pictures, ask them to place them near the correct stops on the map as they discuss.	Look at the simple map made for the journey around the village. Chn note down the 10 landmarks.	Human features Physical features Open space Green space Landmark	Simple map annotated with the 10 landmarks and the journey.	Mapping Follow up from fieldwork

6. Can we share our journey to explain what our area is like?	TPS: describe how we get to our green space. Use words and hide definitions. Can chn confidently talk about the different sessions from the KO?	Share ordnance survey symbols and explain what these are and why used – they represent a particular landmark.	Use local area map and add more symbols to this suitable for Keyworth. 1 ? Discuss that if you had featured any children's houses on the map, they would not have a separate symbol – where we live is more important to us than to other people, unless we live in a school, church or palace! Most maps might show where a house is with a plain shape or just the outline of the building.	Maps Symbols Near Far Often rarely		Mapping
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