

WHAT'S IT LIKE WHERE WE LIVE?

UNIT OVERVIEW

In this unit 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.

CURRICULUM OBJECTIVES

In this unit, the children will:

- Develop knowledge about the locality
- Use simple fieldwork and observational skills in the school, its grounds and surroundings
- Know the differences between a map, plan and aerial photograph
- Recognise landmarks and basic human and physical features
- Use locational and directional language to describe the location of features and routes on a map
- Use basic geographical vocabulary.

CROSS-CURRICULAR LINKS

- **English:** developing oral and listening skills through using geographical vocabulary; writing short descriptions or captions when recalling places visited; composing lyrics for a song (Lessons 1–6)
- **Maths:** asking and answering questions about totalling and comparing categorical data when recording statistics of modes of travel to school (Lesson 1); interpreting simple pictograms and tables (Lessons 3 and 4); sequencing events in chronological order using language, recalling their fieldtrip (Lesson 5)
- **Art & design:** developing a wide range of art and design techniques in using colour, pattern, texture, through map-making and creating 3-D models; exercising skills with charcoal, pastel, crayon or paint, cutting, sticking and collage (Lesson 6)
- **Music:** learning to sing and using their voices to create and compose music on their own; making a song about their fieldtrip to an existing melody (Lesson 5).

THE BIG FINISH

WE BUILT OUR JOURNEY!

The children will make individual or group 3-D models of homes, local landmarks or even physical aspects (e.g. hills, rivers and woods) that they saw on their fieldtrip. These will be placed on a larger, paper 'base map' that the class can draw, paint and fill in with additional detail. Alternatively, children can produce a collaborative picture or photo collage, based on a previous fieldtrip in the locality.

MAP WORK

Maps you have drawn as examples are important to model the job of a map-maker for the class. The base map for the Big Finish in Lesson 6 will have a key and symbols created by the children. The children will also use and add to a classroom plan (Lesson 2) and practise sequencing events on a journey. Look up children's addresses, mark them on a map and use parents' local expertise and community insight. Reinforce their vocabulary through looking at photos and sketches. Use online resources such as: Geograph.org.uk; Google/Bing Image search; Google Maps Explore feature; Google Street View; local authority or tourism websites.

FIELDWORK

Between Lessons 4 and 5, the children will go on a fieldtrip. Look through your school fence, climb to the top of your building (if it's safe to do so) to look down, or walk around the perimeter: study of the school grounds and local walks are essential. Before you go consider a relevant focus for the six lessons. Discuss with the children what places they would like to explore: your idea of what's local and significant, near and far and considered as a landmark may be different to theirs. Virtual fieldtrips using images from websites (see *Map work* above) can be alternatives. Prior EYFS (Early Years Foundation Stage) learning will have given the children some locational and place knowledge; their previous teachers can advise if they have visited a farm, park, high street or market. Display local maps in the independent learning area to support you and other adults: if a child mentions a place you haven't heard of, you can identify where it is!

BACKGROUND INFORMATION

Focus on the narrow locality where your class live. Consider the varying 'scales' of their experience: in an urban school, your locality will be different to that of a rural school. Transport links, population density and distances of travel are all important too.

Find statistical information about who lives locally from council census data, local newspapers and online, a local studies archive or the Office of National Statistics (www.ons.gov.uk).

Also research local area maps on the Internet.

INDEPENDENT LEARNING AREA

Use PE equipment and everyday objects to encourage children's mapping. Allow them to develop their geographical imagination (see *Extension*, Lesson 3). Pin up a list of basic map symbols to help the class with their map-making, and set out a table with pencils and paper for them to practise drawing these. Laminate images of the local area and make jigsaws for children to sort (number pieces on the back so you can regroup them more easily). You could pin up postcards of local landmarks, or photos of different features around the school. Leave out copies of map books for young children.

KEY VOCABULARY

Access a full online glossary at My Rising Stars

- **Common:** land that everyone can use
- **Dunes:** sandy mounds by the sea or in a desert
- **Far:** distant
- **Forest:** large area covered with trees
- **Key:** symbols on a map, and what they mean
- **Map:** plan of a place, from above
- **Near:** close
- **North, South, East, West:** compass points
- **Often:** many times
- **Park:** land or large garden where people walk or play
- **Plan:** outlines of a room or rooms, from above
- **Rarely:** not often
- **School:** building where children learn
- **Symbol:** picture on a map to show a feature on land
- **Wetland:** swamp or marsh near a river or coast
- **Wild:** land not farmed, used for parks or gardens, or built on
- **Wood:** land covered with trees, smaller than a forest.

ASSESSMENT



All children can:

- Know about the local area and the nearest local green space (physical geography)
- Create a landmark as part of a simple class map
- Describe their landmark
- Use maps, plans and aerial photographs
- Use geographical vocabulary: *map, plan, near, far, often, rarely*.

Most children can:

- Know and understand about the local area and its physical and human geography
- Create a landmark as part of a simple class map
- Describe their landmark and know where it was on a class journey
- Use maps, plans and aerial photographs
- Use geographical vocabulary: *map, plan, near, far, often, rarely, North, South, East, West*.

Some children can:

- Know and understand about the local area and its physical and human geography
- Create a landmark as part of a simple class map, and consider its relative size (scale)
- Describe their landmark and know where it was on a class journey
- Use maps, plans and aerial photographs
- Use geographical vocabulary: *map, plan, symbol, near, far, often, rarely, North, South, East, West*.