

	Year group: 1	Area/topic: Enquiry and geographical skills Human and physical
	<p>Key Stage One National Curriculum Objectives:</p> <p>Enquiry and Geographical skills</p> <ul style="list-style-type: none"> • Draw picture maps from stories, using own symbols. • Devise a simple map of the school grounds. • Use simple picture maps to move around school. • Conduct a fieldwork study of the <u>school grounds</u>, taking and examining photos, making sketches and/or writing observations. Describe some of the human and physical features. • Devise a simple map of the local area. • Examine aerial photos of the school and local area, to identify human and physical features • Follow directions (up/down, left/right, forwards/backwards). • To use directional language (near, far, left, right,) to describe location of features on a map. • Complete a fieldwork study of the <u>local area</u>, taking and examining photos, making sketches and/or writing observations. Describe some of the human and physical features. <p>Human and physical</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features including: <u>river, hill</u>, trees</p> <p>Key human features including: <u>town, house, office, shop</u>, post-office, café, road, pavement</p>	

Prior learning	Future learning-
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<ul style="list-style-type: none"> • Children will have explored the natural world around them (school grounds), making observations and drawing pictures of animals and plants. • Children will have explored the local area, both built and natural environment. • Children will have found out about their environment, through talking to people, examining photographs, simple maps and visiting local places. • Children will have used and followed simple directions (forwards/backwards/ up/ down) • Children will have used a simple map with symbols to spot features in the school grounds and the local community. • Children will have drawn and created their own maps using real objects, and/or pictures and symbols. 	<p>In Year 2...</p> <p>Key Stage One National Curriculum Objectives:</p> <ul style="list-style-type: none"> • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. • 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. • 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. <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence

<p>Children know the purpose of a map, and can identify places they know on a map, e.g. the school field, church etc. With this knowledge, children can devise their own map of a known area-either taken from a story, the school or Dereham.</p> <p>Children know how and where aerial photographs are taken. They recognise known places/areas aerial photographs, e.g. the main school, church, field and possibly further afield.</p> <p>Children understand and can follow the directional language of up/down, left/right, forwards/backwards, near/far. They use this language when following or planning a route.</p> <p>Children can use directional language to explain the location of areas on a map, for example, 'the field is to the left of the playground'.</p> <p>Children can ask their own questions when planning fieldwork. They can collect data and explain their findings. They can present findings, explaining a possible solution to an issue, or a way to improve something.</p>	<p>Children could draw a picture map for a particular story, e.g. could be a character's house, or a location in a story.</p> <p>Children could examine aerial photos of school grounds, identifying human and physical features.</p> <p>Children could devise an aerial map of the school grounds with a key, identifying human and physical features.</p> <p>Children could create map and directions with a purpose, e.g. for a new pupil starting or a visitor showing them directions to different parts of the school. These could be displayed in the classroom.</p>
Key vocabulary	
<p>River, hill, trees</p> <p>Town, house, office, shop, post-office, café, road, pavement</p> <p>up/down, left/right, forwards/backwards, near/far</p>	
<p>Children could complete fieldwork study of school grounds, taking photos, sketches etc.</p> <p>Children could use beebots to practice following directions. A large aerial map of the school could be printed, or a large map they have created of the school, and children navigate beebot on map.</p> <p>Children could complete fieldwork study of the local area, taking and examining</p>	

		<p>photos of the human and physical features.</p> <p>Children could devise own map of Dereham, and use this to plan a fieldwork study route around Dereham using directional language. Children could examine aerial photographs of Dereham, labelling the human and physical features.</p> <p>Children can plan a route around class/school and give children instructions to follow the route (perhaps children could guess where they are being directed to?).</p>
Common misconceptions	Books linking to this area	
<p>Children may not understand concept of an aerial map- map drawings may not be of aerial perspective.</p> <p>Children may confuse the difference between human and physical features.</p> <p>Children may confuse left and right directions.</p>	<p>Martha Maps It Out- Leigh Hodgkinson</p> <p>In Every House, on Every Street- Jess Hitchman</p>	
Memorable first hand experiences	Opportunities for communication	
<p>Fieldwork study of school.</p> <p>Fieldwork study of local area.</p>	<p>Children will present the findings of their fieldwork studies. This could be to the class, a year group or in a collective worship.</p> <p>Children can give each other directions to move to or around a particular area, using a map.</p>	

DCINS Reasonable adjustments for pupils with SEND

<p>Communication and Interaction</p> <p>Children can be given pictures/symbols for directions, to support giving and following directions</p>	<p>Cognition and Learning</p> <p>Children could use and devise simplified maps of the school and local area.</p>
<p>Social, Emotional and Mental health</p> <p>Children can explore the school and local area in small group or with 1:1 if overwhelmed by whole class being outside at once.</p>	<p>Sensory and Physical</p> <p>Children could wear ear defenders or bring any comfort items when exploring the school and local area.</p>

