

Geography

Local Area Y1

Remember when

- Where I live (EYFS)
- Exploring school grounds/ outside area (EYFS)
- What my school is called (EYFS)
- My family (EYFS)

Sticky knowledge

- There are many features on Orchard Park including shops, schools, houses and flats.
- Dane Park Nature Reserve a physical feature on Orchard Park that is designed to protect the local wildlife. Thorpepark Academy is a human feature in Orchard Park.
- Aerial maps show what an area looks like from above.
- The compass directions are north southeast and west.
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- I can use directional language such as, N S E W, near far, left and right.

Key vocabulary

School	West
field	East
city	trees
route	pond
flats	playground
class	field
Orchard Park	hall
soil	Library
North	Shop
South	House
Nature	Office
reserve	compass
Human	
physical	

National Curriculum

Human and Physical Geography

-Use basic geographical vocabulary to refer to:

- 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

Geographical skills and fieldwork

- 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
- 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

	title/ focus	Lesson outline
Lesson 1	<p>LO: To know where we live and what it is like.</p> <p>SK: There are many features on Orchard park including shops, schools, houses and flats.</p>	<p>Ask children the name of the estate they live on. Ask the children what else can be found on OPE apart from houses.</p> <p>Why do we need these other places? E.g. shops, doctors etc</p> <p>Where can these other places be found on the estate?</p> <p>Show on the map of Hull where OPE is located, look for some of the places mentioned on the estate. Discuss</p> <p>What do you notice about the estate?</p> <p>Activity –</p> <p>The children to go on a walk around the school grounds gathering ideas to add to their map.</p> <p>WTS – Children to work with an adult to create 1 plan perspective</p> <p>EXS/GDS – Children to create a simple plan perspective map of the school grounds drawing and labeling features on their map.</p>
Lesson 2	<p>LO: To know human and physical features of the local area.</p> <p>SK: Dane Park Nature reserve a physical feature on</p>	<p>Show a picture of Dane Park nature reserve. What is this? What might you see there? Who might you go there? Where is this?</p> <p>Discuss what a nature reserve is - A nature reserve protects local wildlife.</p> <p>Does Thorpepark protect local wildlife? Discuss reasons for the children's answers.</p>

	<p>Orchard Park that is designed to protect the local wildlife. Thorpe park Academy is a human feature in Orchard Park.</p>	<p>Introduce physical and human features to the children. Identify human and physical features in the photographs of Dane Park Nature Reserve.</p> <p>Compare features, identify Dane Park (physical feature) Thorpepark (human feature)</p> <p>Activity -</p> <p>Sort the human and physical features that can be found on OPE and Dane Park Nature Reserve.</p> <p>WTS – Completed with an adult.</p> <p>EXS – Sort pictures into human and physical features.</p> <p>GDS – As above and write a sentence to explain what a human and physical feature is.</p>
Lesson 3	<p>LO: To draw a map of the local area.</p> <p>SK: Aerial maps show what an area looks like from above.</p>	<p>Why do we use maps? What information can we get from a map?</p> <p>Look at Google Earth/digi maps, observe Orchard Park Estate.</p> <p>What can you see on the estate? Make a list using your whiteboards with a partner. E.g shops, houses, drain, school...</p> <p>Explore symbols and the use of symbols. Get the children to create a symbol for each object they saw on the map with their partner.</p> <p>Activity –</p> <p>We are going to create an aerial view of OPE, using our symbols to show the location of different OPE human and physical features. Map handouts differentiated.</p> <p>WTS - Key already provided</p> <p>EXS – Create own key</p> <p>GDS – As above and explain how they could improve the human/physical features of the estate. Give reasoning for your answer.</p>
Lesson 4	<p>LO: To know compass directions</p> <p>SK: The compass directions are north south east and west.</p>	<p>Introduce the compass directions to the children, what they are and how they use them. Play a game of Simon Says pointing to different directions in the classroom.</p> <p>Introduce the terms- near, far, left and right.</p> <p>Activity –</p> <p>Using fieldwork skills go onto the playground. Children stand in a spot, draw what they can see to the north, south, east and west.</p> <p>Use compass challenge cards in the playground with a partner.</p> <p>What is north to the shed? What is south to the trim trail?</p>
Lesson 5	<p>LO: To describe the local area using compass directions.</p> <p>SK: I can use directional language such as, N S E W, near far, left and right.</p>	<p>Children will use their local area maps from previous lesson to describe where the different features are in relation to one another.</p> <p>Children to work in pairs to question one another. E.g. The is south of the shops.</p> <p>Activity –</p> <p>The children will answer questions on sticker in their books.</p> <p>E.g. The is north of the doctor surgery.</p> <p>SEN/WTS - adult support/work in a small group.</p>

Field work –

Walk around the school grounds using observations to support map work. (Lesson 1)

Compass skills (Lesson 4)