

My area and own locality

NC objective: 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 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

**Cross curricular links\***

Enquiry Question- "Where do I live in the world?"

End of unit goals: Children will be able to explain where they live (England, Sunderland, Grindon) and locate it on a map.

Children will be able to use aerial photographs, maps and atlases to locate their local area and human and physical features of their local area. Children will be able to make a map of their local area.

Date	Lesson objective	Lesson outcome	Task/activity	Resources	Key Vocabulary
Lesson 1	<p><b>I can create a pictogram of how I travel to school.</b></p> <p><b>Skills used</b> Ask Enquiry Observe analyse map skills</p>	<p>Children will be able to navigate google maps street view to explore their local area. Children will be able to create a class pictogram of how we travel to school.</p>	<p>KWL to be completed</p> <p><u>Starter</u>- Show children a variety of maps on their tables and ask children to discuss what they think these things could be and what they are used for.</p> <p><u>Main teaching</u> Using google maps street view, show the children the local area look at some of the landmarks around our school such as Simons, the church, the school, houses, roads, KFC, Aldi, the hasting hill and Barnes park.</p>	<p>IWB Google maps Busy things</p>	<p>Map Google maps Roads Pictogram Walk Cycle Bus Car</p>

			<p><u>Activity</u> Oracy link (discussions together). As a class create a <b>pictogram</b> using busy things graph maker to show how we all come to school. Discuss why some people come to school in different ways and if it impacts how far away we are from school.</p>		
Lesson 2	<p><b>I can identify geographical features of the local area.</b></p> <p><b>Skills used</b> Map skills fieldwork Ask Enquiry Observe analyse</p>	Children will be able to identify geographical features within the local area.	<p><u>Starter</u>- Children to be shown a map of the local area and some aerial photos and asked to locate places on it in groups that they can recognise.</p> <p><u>Main teaching</u> Children to look on <b>Google Maps</b> at the local area. What features can they see and recognise, e.g. shops, school, etc? Children to record a tally of the geographical features and begin to discuss whether these could be human or physical.</p>		Church Tree School Field Simons Shop House Flats Grass Car path
Lesson 3	<p><b>I can create a map of the local area around school.</b></p> <p><b>Skills used</b> Map skills fieldwork Ask Enquiry Observe analyse</p>	Children will be able to create a map of their journey to school and what they pass.	<p><u>Starter</u>- Show the children a map of the local area and see if they can recall any of the landmarks that they found last lessons. Discuss findings as a class.</p> <p><u>Main teaching</u> Discuss with the children what they are going to need to include in a map and create a list of what they would need. Discuss a key and what that is used for. Look for the key on some images of maps.</p> <p><u>Activity</u> Children to create a map of the local area with aerial photos and <b>google maps to support (ipads)</b> thinking back to</p>	Local area map Aerial photos Ipads or computers Google maps	

			last lesson out in the local area. SEND-Working in a group with T		
Lesson 4	<p><b>I can locate my city on a map of the North East.</b></p> <p><b>Skills used</b> Map skills fieldwork Ask Enquiry Observe analyse name describe</p>	Children will be able to use a map to locate Sunderland on a map of the north east and the UK.	<p>Prior Knowledge assessment- Retrieval grid to be completed quickly as a class.</p> <p><u>Starter</u>- Show the children a map of the UK and ask the children to discuss what they think it is. Explain it is a map of the UK and discuss prior knowledge.</p> <p><u>Main Teaching</u> Discuss where we live in the world, England, North East, Sunderland, Grindon. Show this to children on a map.</p> <p><u>Activity</u> Children to locate these local areas on a map of the UK and a local area map so children can locate these places.</p>	Map of the north east. Make of the UK	Sunderland UK Grindon School
Lesson 5	<p><b>I can sort features of the local area into human and physical geography.</b></p> <p><b>Skills used</b> Comparison Categorising sorting</p>	Children will be able to identify human and physical features within their local environment.	<p>Prior Knowledge assessment- Retrieval grid to be completed quickly as a class.</p> <p><u>Starter</u>- Give the children some small local area maps and get the children to direct their partner from school to the local shop drawing on their route with a pencil.</p> <p><u>Main teaching</u> Discuss with children what human and physical geography means. Can children brainstorm in a class mind map some examples of human and physical geography.</p> <p><u>Activity</u></p>	Images of things from the local area.	Human Physical Man made Natural

			Children to have images of things within the local area and children to sort them in human and physical geography.		
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KWL to be completed for the end of the unit.