




<p>Focus of Field study:</p>	<p>N.C. Geographical skills and Field work :</p> <ul style="list-style-type: none"> • Use simple compass directions (North , South , East , West)and locational and directional language (e.g. near, far, left, 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>Prior and post learning:</p>	<p>Reception- understanding the world –draw information from a simple map, describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explore the natural world around them; understand important processes and changes including the seasons. Recognise some similarities and differences between life in this country and in other countries</p> <p>Year 2-, Describe a familiar journey. Use directional language: <i>North, South, East, West, and miles</i>. Know that a book of maps is called an atlas. Find a local place/landmark on an online map. Make a map of their local area showing some familiar features. Create simple plan view diagrams of familiar objects. Carefully observe local area and make labelled map. Recognize difference between human/physical features. Ask more focused questions about local places/features.</p>							
<p>lesson Planning sequence</p>	<p><u>1 Aerial view</u></p> <p>WALT To know that an aerial view means to look at something From above.</p> <p>See flipchart</p> <ul style="list-style-type: none"> • Look at images of objects from an aerial perspective and discuss how they may be hard to recognise, as the 	<p><u>1 Aerial view</u></p> <p>WALT To know that an aerial view means to look at something From above.</p> <p>See flipchart</p> <ul style="list-style-type: none"> • Look at an aerial view of the school (Google Maps- satellite view) and identify key 	<p><u>2 Mapping the classroom</u></p> <p>WALT To understand that maps tell us the location of different Places.</p> <p>See flipchart</p> <ul style="list-style-type: none"> • Look at a variety of different maps, plans and globes. 	<p><u>3 Distance</u></p> <p>WALT To describe location.</p> <ul style="list-style-type: none"> • Use maps created from last time. Introduce the vocabulary that we need to describe the location of things. For example, the computer is next to the reading corner. 	<p><u>2 Mapping the classroom</u></p> <p>WALT To understand that maps tell us the location of different Places.</p> <p>See flipchart</p> <ul style="list-style-type: none"> • Independent activity. Chn create their own plan of the classroom, 	<p><u>4 Compass points.</u></p> <p>WALT To understand that compass points can be used to show direction.</p> <ul style="list-style-type: none"> • Show children a picture of a compass and explain that people use these to navigate. Explain navigate. 	<p><u>5 Compass points.</u></p> <p>WALT To understand that compass points can be used to show direction.</p> <p>Use ‘beebots’ to explore points on a compass. Chn programme them to go in certain directions.</p>	<p><u>5 Mapping the school ground.</u></p> <p>WALT To draw a map.</p> <p>Refer back to classroom maps. Talking about how they were made.</p> <p>Chn explore the playground to look at the different parts to it. E.g. toilet block, garden,</p>

	<p>view is different to how we usually see things.</p> <ul style="list-style-type: none"> • Draw objects in the classroom from an aerial perspective. 	<p>places/buildings etc.</p> <ul style="list-style-type: none"> • Discuss why aerial views are useful and who might use them (police helicopters, search and rescue, pilots etc.) • Explain how maps are a simple representation of an aerial view; they help us to understand where things are located. 	<p>Including bus and train maps, street maps, atlases, plans of the school, Google Earth, Satnavs</p> <ul style="list-style-type: none"> • What do they think people use maps for? Are maps flat (2D) or round (3D)? • As a whole class, pupils create a plan of the classroom. Show chn photos of a range of locations within the classroom. • Large outline of the classroom on the carpet using rope, define key places in the classroom such as the windows and entrance. Chn to arrange the photos so they are in the right place. 	<ul style="list-style-type: none"> • Model drawing signpost map-children to think about the things that are closest to them, things that are nearby and things that are far away. • Ask children to describe their signpost map using the vocabulary they are focussing on. For example, 'The reading corner is nearer than the dinner hall.' • Extend children by asking them to draw a signpost with their home as the centre point. 	<p>marking on key objects</p> <ul style="list-style-type: none"> • Pupils share and compare their plans of the classroom, and discuss how they represented distance and direction on their plan. <p>Play 'Toy Detectives': 1 Chd leaves the room, another hides a toy and put an X on the map of the classroom 1st chd has to use the map to find the toy.</p>	<ul style="list-style-type: none"> • Give chn compasses to explore. • Using compass points- explore the school building walking to the north, south, east and west. • compass challenge. Weather permitting in the playground. Chn draw the climbing frame in the middle of the page. Look at compasses. Look what is north of the climbing frame and draw it. Same with South. <p>Extension- draw what is East and West</p> <p>If wet, go to the bottom hall. Chn, draw themselves in the middle of the page.</p>	<p>Use the Classroom maps made in 'mapping the classroom'. Chn mark a straight lined route on their classroom maps using a ruler and a pencil before they programme the beebots to follow the route.</p>	<p>shed, steps to toilets, Early years playground etc. Discuss as a class.</p> <p>Split class into 6 groups.</p> <p>Early years playground x2 groups school x2 groups (with adult go to the front of the school and map the front garden), Playground x2 groups.</p> <p>Put the maps together to create 2 large maps of the school grounds.</p>
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<u>Key vocabulary to be explicitly taught</u>	Aerial view Birds eye view	Maps	2D and 3D maps/globes	Location Near Far away Next to Nearer Further	Distance Direction Aerial view Birds eye view	Compass North South East West	Route Mapping	Mapping Aerial view Birds eye view
Cross – curricular links	Art- drawing aerial views of objects Maths -2D, 3D shapes Maths- distance Computing-Programming							