

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

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>I can begin to understand where I live and what it is like to live here.</p> <p>Skills Focus: Geographical skills</p> <p>Place knowledge</p>	<p>Children will be able to look at photographs and a local map of their local and begin to discuss what they like and dislike.</p>	<p>Retrieval - Can children remember where they live? Can they remember what is in their local area? Can they name the city they live in?</p> <p>Show children a variety of pictures of places in Grindon on their tables and ask children to discuss what they think these are. Can children recall any of the landmarks?</p> <p><u>Main teaching</u></p> <p>Introduce N/E/S/W to the children and locate these around the room. Introduce these to the children as directions and practise moving around the room to these different directions e.g. go North/ turn East - Use school hall or outdoor area.</p>	<p>IWB Google maps Local map Pictures of local area</p>	<p>Map Google maps Roads</p>

			<p>Using a local map and google earth, show the children the local area and begin to 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. Talk with the children about the direction of landmarks and begin to ask children to recognise - what is north of? What is south of? Include language such as near to/ far away/left/right of.</p> <p><u>Activity</u> In mixed ability pairs, can children place some of the landmarks on a blank simple local map and begin to recognise features of their local area? If too challenging, simplify and ask children to find and colour landmarks given.</p> <p>Children to share their maps using directional language.</p> <p>Discuss what they like and dislike about their local area.</p>		
Lesson 2	<p>I can identify geographical features of the local area.</p> <p>Skills Focus:</p> <p>Fieldwork</p> <p>Place knowledge</p>	Children will be able to identify geographical features within the local area.	<p>Retrieval - Can children recall where they live? Can they name any landmarks or features? What are directions? Can you remember them?</p> <p><u>Starter-</u> Children to be shown a map of the local area. Discuss what they can see. Show a map of the North-East and show where Sunderland is and where Grindon is.</p> <p><u>Main teaching</u> Chn to go out into their local area and locate landmarks and features from previous lesson. Provide children with a 'detective' sheet' with 4/5 images and see if they can find</p>	<p>Photographs of local area</p> <p>Clipboards</p> <p>Paper/pencils</p>	<p>Church</p> <p>Tree</p> <p>School</p> <p>Field</p> <p>Simons</p> <p>Shop</p> <p>House</p> <p>Flats</p> <p>Grass</p> <p>Car</p> <p>path</p>

	Geographical skills		<p>them during the walk. Take pictures of features and landmarks during the walk and ask children to make simple sketches or drawing to share when back in school. Ask children to talk about features using directional language - near to, North of, left of/right of (this needs embedding).</p> <p>Pictures can be used to make a class display of their local area - children can make labels to add to their display.</p>		
Lesson 3	<p>I can create a map of the local area around school.</p> <p>Skills Focus:</p> <p>Geographical skills</p> <p>Place knowledge</p> <p>Human and Physical geography</p>	Children will be able to create a simple map of the local area using a key.	<p>Retrieval - Where do they live? Which City do they live in? What can you see in Grindon?</p> <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 lesson. Discuss findings as a class.</p> <p><u>Main teaching</u></p> <p>Introduce a simple map with a key (this could be the school grounds). Talk about what a key is (pictorial symbols) and can children recognise landmarks on the map using a simple key.</p> <p>Can children think of a simple key to show features of Grindon to use on their own map? Make a class list of ideas.</p> <p><u>Activity</u></p> <p>Using a basic outline of their local area, Children to create a simple map of the local area and begin to add symbols to their map. Chn can use pre-made widget symbols to support if necessary. Chn talk about their maps and what it shows, using directional language.</p>	<p>Local area map</p> <p>Aerial photos</p> <p>Ipads or computers</p> <p>Google maps</p>	
Lesson	I can use a map to	Children to	Retrieval - Which city do they live in? Which part of		

4	<p>create a model of my local area</p> <p>Skills Focus:</p> <p>Geographical skills</p> <p>Place knowledge</p>	<p>create a 3D model of their local area.</p>	<p>England do they live in? What is a key? What does it show/tell us?</p> <p>Revisit the local map of the area. Share children's maps from previous lesson and ask children to talk about what they have drawn.</p> <p><u>Main teaching</u></p> <p>Share with children some examples of simple models of children's interpretations of their local area. Discuss what they can see and what has been used.</p> <p>Children to create their own model of Grindon and include simple labels.</p>		
Lesson 5	<p>I can begin to identify Human and Physical features of my local area</p> <p>Skills Focus:</p> <p>Human and Physical geography</p> <p>Place knowledge</p>	<p>Children to understand the term human and physical geography and begin to identify features</p>	<p>Give children a range of pictures from their local area and ask if they can sort them, thinking about similarities and differences.</p> <p><u>Main teaching</u></p> <p>Display pictures grouped together and introduce 'Human/Physical' to the children. Do they know what these words mean? Put the correct word with the correct group of pictures and explain.</p> <p><u>Activity</u></p> <p>Give children pictures including from their local area and</p>	<p>Pictures of human and physical features including from local area</p>	

			ask them to sort into Human and Physical. Revisit and check that children know why pictures have been sorted into groups. Can they add any of their own?		
Lesson 6	<p>I can locate my city on a map of the Northeast.</p> <p>Skills Focus:</p> <p>Locational knowledge</p> <p>Place knowledge</p> <p>Geographical skills</p>	Children will be able to use a map to locate Sunderland on a map of the northeast and the UK.	<p>Retrieval – Can children recall directional language? Which city do they live in? Where is it?</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. Ask children if they know where Sunderland might be? Do they know where Grindon is?</p> <p><u>Main Teaching</u> Discuss where we live in the world, England, Northeast, Sunderland, Grindon. Show this to children on a map. Then share a simple map of the North- East which shows Sunderland, Grindon, River Wear, North Sea. Can they spot any other familiar places? Discuss the importance of Sunderland's location on the River Wear and why this is (Glass works)</p> <p><u>Activity</u> Children to complete a simple map of the North-East, labelling Sunderland, Grindon, River Wear, North Sea.</p>	Map of the northeast. Map of the UK	Sunderland UK Grindon School