

Lent 2
Geography Yr1: Our Local Area

Scripture Link:

National Curriculum Objective

| | Lesson 1 | Lesson 2 | Lesson 3 |
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| Learning intention for each lesson | know what a map is and its purpose use a map of the school, plan a route and walk it. Look simple map of Grantham, discuss what things are and what they can see. Plan a route how to get to key places. | know features of a simple map | know that symbols are used on maps <ul style="list-style-type: none"> - Use images from lesson 2 and compare with symbol examples. - Count how many schools they can see, etc - Create their own symbol for eg. shops, leisure centre - Send in photos of home for next lesson |
| Recall and Retrieval | <ul style="list-style-type: none"> • where do I live? • what is it like to live here? • what are Grantham's features? • label areas of the school on a map. • our school is called GSM. | <ul style="list-style-type: none"> • a map shows us where things are. • a map helps us plan routes • give directional instructions to a partner (EYFS) | <ul style="list-style-type: none"> • maps have place names on them • maps have river names • maps have images on them • how is the countryside different to a town |
| Sequence of substantive knowledge throughout the lesson | <ul style="list-style-type: none"> • I know a map shows us where things are • I know a map helps us plan routes | <ul style="list-style-type: none"> • That maps have place names on them • That maps have river names • That maps have images on them | <ul style="list-style-type: none"> • That things on a map can be shown using symbols • To know these five symbols: hospital, school, station, park, church • To know why symbols are used. |
| Key Skills/disciplinary knowledge | <p>Pupils should be taught to:</p> <p>Ask and respond to geographical questions. Observe and collect information and data from fieldwork, photos and aerial images atlases and simple maps.</p> <p>Analyse and communicate geographical information from one source by constructing simple maps, labelled</p> | <p>Ask and respond to geographical questions. Understand that geographers learn about the world by observing and collecting data and information Analyse and communicate geographical information from one source by constructing simple maps, labelled diagrams and through writing, using appropriate geographical vocab.</p> | <p>Ask and respond to geographical questions.</p> <p>Analyse and communicate geographical information from one source by constructing simple maps, labelled diagrams and through writing, using appropriate geographical vocab.</p> |

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| | diagrams and through writing, using appropriate geographical vocab. | | |
| Key Vocabulary | map, location, place, find, route, travel | Location names, places, river, blue lines, images/symbols | Symbols, find, identify, locate, compare, image, |
| Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i> | Use the map you have been given to identify where different things are. Make a list of the things you find on the map in your Geography book. As a whole class, use the same map to plan a route. Highlight the planned route on the map using a highlighter pen. Challenge! Plan your own route on the map. Highlight the planned route on the map using a highlighter pen. Talk about your route with a friend. . | Use the map you have been given to identify where different things are. Make a list of the things you find on the map in your Geography book. As a whole class, use the same map to plan a route. Highlight the planned route on the map using a highlighter pen. Challenge! Plan your own route on the map. Highlight the planned route on the map using a highlighter pen. Talk about your route with a friend. . | Understand that things on a map can be shown using symbols. Use images from lesson 2 and compare with other examples. Find five symbols on a map. Count how many schools you can see, etc Create your own symbol for eg shops, leisure centre. Challenge! Why are symbols used? Can you locate another school? Can you locate another church? |
| Scaffolding | Mixed pairs Simple map resource Modelled map on IWB Pre-determined locations | Larger versions of focus map Larger versions of symbols being taught Key words | Larger versions of symbols being taught Vocab/key words Simplified map |
| Challenge | Plan a route to a key place of their choice. | Name a river they can see Name a place they can find. | <ul style="list-style-type: none"> Can you locate another school? Can you locate another church? |
| Catholic Social Teaching Principles | The Common Good/ Solidarity: We build together a community of peace. | The Common Good/ Solidarity: We build together a community of peace. | The Common Good/ Solidarity: We build together a community of peace. |
| British Values | | | |
| Wider links | | | |

Lent 2
Geography Y1: Our Local Area

| | Lesson 4 | Lesson 5 | Lesson 6 |
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| Learning intention for each lesson | know that there are different types of homes in our local area. Look at photos brought in | : field trip to explore the human and physical features within our local area Drawing the learnt symbols on a map whilst on field trip, making observational drawings, tallying the types of homes etc. | |
| Recall and Retrieval | <ul style="list-style-type: none"> That things on a map can be shown using symbols To know these five symbols: hospital, school, station, park, church To know why symbols are used. <ul style="list-style-type: none"> Where do I live? (EYFS) What is it like to live here? (EYFS) | <ul style="list-style-type: none"> know that people live in different types of home different homes include: terrace, detached, semi-detached, bungalow, flat, caravan, know the features of each type of home. the different ways to record observations-drawings, photos, charts, tables. | |
| Sequence of substantive knowledge throughout the lesson | <ul style="list-style-type: none"> Know that people live in different types of home Different homes include: terrace, detached, semi-detached, bungalow, flat, caravan, Know the features of each type of home. | <ul style="list-style-type: none"> Identify physical and human features of the local area including: homes, schools, churches, shops etc | |
| Key Skills/disciplinary knowledge | <p>Ask and respond to geographical questions.</p> <p>Observe and collect information and data from fieldwork, photos and aerial images atlases and simple maps.</p> | <p>Understand that geographers learn about the world by observing and collecting data and information</p> <p>Observe and collect information and data from fieldwork, photos and aerial images atlases and simple maps.</p> <p>Analyse and communicate geographical information from one source by constructing simple maps, labelled diagrams and through writing, using appropriate geographical vocab.</p> | |
| Key Vocabulary | House, building, local, area, terraced, bungalow, semi-detached, detached, flat, caravan, upstairs, | House, school, church, hospital, route, map, tally, marks, number, count, total. | |
| Main teaching activity | Look at the pictures of different kinds of homes. Can you identify and name the type of home in each picture? | Field trip to explore the human and physical features within our local area. Drawing the learnt symbols on a map whilst on field | |

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| <i>If the school has another short term planning format, this does not need to be included.</i> | Cut the images out and stick them in your book. | trip, making observational drawings, tallying the types of homes etc | |
| Scaffolding | Pictures of different house types Key words/word mats Matching task | Mixed pairs Labelled images as a reminder Pre-drawn simple map of route | |
| Challenge | <ul style="list-style-type: none"> Sort photos into the different categories. | <ul style="list-style-type: none"> Written information about what they saw - translating their findings into sentences. | |
| Catholic Social Teaching Principles | The Common Good/ Solidarity: We build together a community of peace. | The Common Good/ Solidarity: We build together a community of peace. | |
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