|  |  |
| --- | --- |
| **Year 2**  **Fieldwork** | |
| **Links made with other subjects** | Computing: media (taking pictures of human and physical features) |
| **The BIG Question** | What is Idle like? |
| **The BIG Outcome** | Children to devise a simple map (may be provided) and use basic symbols identifying the human and physical features of our local area. Children to write a short explanation using basic geographical vocabulary e.g. school, village etc. |
| **Geography objectives**  (link to NC) | * Understand geographical similarities and differences through studying the human and physical geography. * Use basic geographical vocabulary to refer to: school, village. * Use maps, atlases and globes to identify our school in Idle. * Use aerial photographs and plan perspectives to recognise basic human and physical features and devise a simple map using basic symbols and 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. |
| **Prior knowledge**  What prior knowledge is needed for children to be successful in this unit? | *Children already know:*   * Y1 – Who are we and where are we? (UK knowledge) * Y1 – Town Mouse, Country mouse (and Seaside Mouse too!) – Local comparison study * Y1 – Fieldwork * Y2 – Where in the world are we? (locational knowledge about our world) |
| **Future learning**  Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts | This unit gives prior knowledge to:   * Y3 – Oh I do like to be beside the seaside. * Y3 – Fieldwork (Coastlines) * Y4 – Why settle here? (Settlements) * Y5 – Our Yorkshire (Land use and settlement) |
| **Geographical strands** | Geographical Skills   * Make observations of human physical features. * Notice my environment. * Make observations about changes in our local environment. * To make simple recordings   Locational Knowledge   * To know where my school is in Idle. * To find Blakehill Primary on a map of Idle.   Place Knowledge   * To recognise human features. * To recognise physical features. * To know that I live in a village   Environmental, human and physical geography   * To know what human and physical features are. * To find examples of human and physical features. |
| **Vocabulary/ Glossary** | Idle, school, features, human, physical, compare, change, environment, rural, urban, city, town, village, road, house, shop. |
| **Knowledge**  (see italics for knowledge to remember) | The knowledge that children will learn and remember:   1. *Blakehill Primary is in the village of Idle (south).* 2. *Villages are small settlements with a small number of houses for a few hundred people. Most villages are found in the countryside and may be surrounded by farms. Some villages have a few shops and there may be a place of worship, like a church.* 3. *Villages can be rural or urban.* 4. *A rural area is: in the countryside (not very many buildings, lots of open space, green fields, natural areas).* 5. *An urban area is: a built-up area with lots of people and buildings such as towns and cities (not very much open space or natural areas).* 6. Practically explore the school / local area environment with the purpose of seeking evidence to answer the big question:   - take pictures of physical features.  - take pictures of human features.  8. Know that aerial view photographs help us learn what an area looks like: spot further physical and human features on this.  9. Create a sketch map of our local area using basic symbols and a key. |
| **SEND expectations** | 1. *Blakehill Primary is in the village of Idle (south).* 2. *Villages can be rural or urban.* 3. *A rural area is: in the countryside (not very many buildings, lots of open space, green fields, natural areas)* 4. *An urban area is: A built up area with lots of people and buildings such as towns and cities. (not very much open space or natural areas)* 5. Practically explore the school / local area environment with the purpose of seeking evidence to answer the big question:   - take pictures of physical features.  - take pictures of human features. |
| **Teaching ideas/ resources** | 1. See fieldwork project in Geography folder. 2. Pic Collage of the features around our school. 3. Conduct a learning walk around our school / local local area taking pictures of human/ physical features. Making observations as to the type of place: urban or rural, why? |