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| **Year 1**  **Fieldwork** | |
| **Links made with other subjects** | PSHE: Citizenship – belonging to the school  Art: Environmental art: rubbings/ our school collage  Maths: Statistics |
| **The BIG Question** | What is our school environment like? |
| **The BIG Outcome** | Children to answer the big question, demonstrating the key knowledge they have learnt during this unit (see knowledge section). They could do this by creating a sensory / picture trail (provided) which they have labelled and described. This should include the post code of the school; the ‘village’ the school is in; compass points; and what they notice around school. |
| **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 world maps, atlases and globes to identify Idle. * Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right. * Use aerial photographs and plan perspectives to recognise basic human and physical features and devise a simple map. * 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. |
| **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:  Y2 – Where in the World are we?  Y2 – Where would you rather be?  Y2 – Fieldwork |
| **Geographical strands** | Geographical Skills   * Use the four points of a compass * Use first hand observation * To create a sketch map * To make simple recordings   Locational Knowledge   * To know what a postcode is   Place Knowledge   * To use photographs including aerial photographs to recognise our school. * 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** | near/ far, village, compass, north, south, east, west, postcode, map |
| **Knowledge**  (see italics for knowledge to remember) | The knowledge that children will learn and remember:   1. *Know that a postcode shows where a location is:*   *BD – Bradford*  *10 – the small area*  *8QN – the street/ collection of houses.*  *2. Know that I live in a village (NB if chn can’t recall what a village is: clarify)*  *3. Know that places can be represented by maps and pictures:*  *- an aerial view map is taken from above*  *4. Know that fieldwork is where we look at the environment around us and try to work out key facts about it from what we can see.*  5. Practically explore the school environment with the purpose of seeking evidence to answer the big question:  - Notice things around me  - Collect things from the environment. (teach about not living things)  - Record pictures of my environment.  *6. Know that a compass shows 4 points of direction – N, E, S, W (Naughty Elephants Squirt Water) and describe things as near / far (locational language).*  *7.* Children could create a pictogram of the human and physical items they have found around our school. |
| **SEND expectations** | *1. Know that I live in a village (NB if chn can’t recall what a village is: clarify)*  *2. Know that fieldwork is where we look at the environment around us and try to work out key facts about it from what we can see.*  *3. Practically explore the school environment with the purpose of seeking evidence to answer the big question:*  *- Notice things around me*  *- Collect things from the environment. (teach about not living things)*  *- Record pictures of my environment.* |
| **Teaching ideas/ resources** | 1. See fieldwork project in Geography folder 2. Create Emotional maps for each space. 3. Write a Haiku for each place. 4. Use the iPad to take pictures around school 5. To extend GD show them old pictures of school – which bit was it? |