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| **Year 1** **Fieldwork** |
| **Links made with other subjects** | PSHE: Citizenship – belonging to the schoolArt: Environmental art: rubbings/ our school collageMaths: 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.
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| **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.
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| **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?
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