

TERM: Autumn 2		YEAR GROUP: Year 1		SUBJECT: Geography – Where in the world are we?	
WEEK 1 DATE: 04.11.24	WEEK 2 DATE: 11.11.24	WEEK 3 DATE: 18.11.24	WEEK 4 DATE: 21.11.24	WEEK 5 DATE: 2.12.24	WEEK 6 DATE: 9.12.24
<p><b>LO:</b> To locate the school on an aerial photograph.</p> <p><b>Success Criteria:</b> I know that aerial means from above. I know that objects look different from an aerial view. I know the name of the country I live in. I know the name of the village/town/city I live in. I can identify three features of my local area on an aerial photograph. I can locate the country I live in on a map.</p> <p><b>Main Event:</b> Use google earth link to zoom in over the UK and show the children. Show how the UK is made up of four countries and if they can name the country that they live in. Give children time to explore local area. Children will add labels to features they can see in the local area.</p> <p><b>the Activity:</b> <i>Labels</i> (support version) in the Main event.</p> <p><b>Challenge:</b> Could identify features from the aerial photograph and write their own labels using the <i>Activity: Labels</i> (extension version).</p>	<p><b>LO:</b> To create a map of the classroom.</p> <p><b>Success Criteria:</b> I know a map is a picture of a place from above. I know that we can use a map to find out information about a place. I can represent four classroom features using objects to create a messy map. I can begin to use directional language to describe the location of features.</p> <p><b>Main Event:</b> Play 'Alien Landing' Explain children need to help an alien who has landed in the classroom to find their way around the classroom. Children will make a map to show the location of different objects in the room and where these are in relation to each other. Draw an aerial view of the classroom on a whiteboard, asking the children what features are in the room and where they are in relation to each other. To locate features, the children will need to use directional language. Play the <i>Pupil video: Song – Directional language</i> once through, then join in as a class.</p>	<p><b>LO:</b> To locate key features of the playground.</p> <p><b>Success Criteria:</b> I can identify four features in the school grounds. I can use a simple map to identify these features. I can begin to use directional language (near, far, up, down, left, right, forwards and backwards) to describe direction and location</p> <p><b>Main Event:</b> Ask the children what we can find in our school ground? Display digital map of playground and look at the key map explaining representation of each email. Hand out resources to children, they will work in pairs to use the map and locate school features. Take children outside and divide groups. Children will walk around the school to identify features and tick when they find them.</p> <p><b>Support:</b> Should have only three features on their map of the school grounds.</p> <p><b>Challenge:</b> Could choose appropriate symbols to add two more observed features to the map of the school grounds.</p>	<p><b>LO:</b> To draw a simple map.</p> <p><b>Success Criteria:</b> I can draw three features on the map. I can use simple shapes or symbols. I can use directional language to describe the location of features.</p> <p><b>Main Event:</b> Draw four large rectangles on the playground. Put children into groups of four one next to each rectangle. They will draw a map of the school playground with the chalk and use the key to mark the symbols. Support children to stand facing the north of the playground, then get them to move to where they think the school playground is. Groups then add playground features to their map. Take photographs of each map.</p> <p><b>Support:</b> Could add two features to use their maps with adult support.</p> <p><b>Challenge:</b> Should add labels to their map and describe the location of features in relation to other features using directional language.</p>	<p><b>LO:</b> To investigate how we feel about our playground.</p> <p><b>Success Criteria:</b> I can explain how I feel about three areas of the playground. I can complete a questionnaire to express my opinion. I can summarise the results of a survey.</p> <p><b>Main Event:</b> Show the children three features they will focus on whilst conducting the survey. Children will discuss what they like and dislike about these features and then take feedback. Each child will have three sticky notes and go to one of these playground features and draw a happy or sad face on the post it note, stick it onto the feature. Take photo of each feature with sticky notes on. Once back in the classroom provide each child with questionnaire. They will draw or write each feature in the first three columns. Colour the face that represents how they feel about the feature, say why they feel this.</p> <p><b>Support:</b> Should use the playground questionnaire.</p> <p><b>Challenge:</b> Could add one more playground feature they like or dislike and explain why.</p>	<p><b>LO:</b> To create a design to improve our playground.</p> <p><b>Success Criteria:</b> I can draw a design to improve three areas of the playground. I can use the results from the survey to think of ideas for my design.</p> <p><b>Main Event:</b> Show children images on presentation, drop and drag features onto playground map. Children will draw their own playground design using shared ideas if necessary. Give each child a copy of the activity and ask them to draw their ideas.</p> <p><b>Support:</b> Could choose one key area to improve.</p> <p><b>Challenge:</b> Should add labels to describe their design.</p>

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