

Our Intent is: To support our children to engage in enquiry about , "How the Earth's features are shaped and changed over time?" and understand their place in Forton and connection to the wider world.



Forton Primary School

Nicky Nook Class Autumn 1 & 2 Year B

Etymology – compass- from Old French *compas* "circle, radius; size, extent; pair of compasses" (12c.), from *compasser* "to go around, measure (with a compass); divide equally,



Children's History of Lancashire
By
Tracy Holroyd

Key Concept: Our Local Area

Key Questions:

What is my local area like?

How does my local area compare to other areas in the UK?

What features do my local area have?

N.C. LINKS: Geographical skills and fieldwork

Pupils should be taught to:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in 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.

Unit Overview:

Subject Vocabulary:

Geographical Enquiry

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<p>To explore the local area through fieldwork.</p> <p>To use a compass and understand how it works.</p> <p>To identify symbols on a map.</p> <p>To identify the houses and buildings in the local area.</p>	<p>Compass</p> <p>Fieldwork</p> <p>Map Direction</p> <p>Towns</p> <p>Symbol</p> <p>Cities</p> <p>Villages</p>	<p>Map, sketch map, plan, birds eye view, position, location, direction, route, path, direction, navigate, symbol, key, coordinates, north, south, east, west, forwards, backwards, left, right, near, far, pattern, characteristics.</p>
<p>New Knowledge Progression:</p> <ul style="list-style-type: none"> • Name features of the local area. • Observe features of local area. • Describe where the features are on a local map. • Identify different housing in the local area. • Identify the different jobs that people do in the local area. • Identify things that they might like to change in the local area. 	<p>Building on Prior learning from EYFS:</p> <p><i>Communication – talk about the features of different places (familiar/other places), talk about</i> patterns and change in relation to places with which they are familiar.</p> <p><i>Mapping</i> – know about features of different places, recognise and talk about the features in familiar/other places.</p> <p><i>Fieldwork</i> – look closely at similarities and differences between different places (familiar/other places), make simple comparisons.</p> <p><i>Enquiry – comment and ask questions about familiar places/other places and about</i> familiar/other people.</p>	<p>Building on Prior learning when B follow A:</p> <ul style="list-style-type: none"> • Know that symbols mean something on maps. • Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. • Use simple compass directions as well as locational and directional language when describing features and routes. • Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. • Create their own simple maps and symbols.

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Use of Technology – use technology and IT equipment, (eg cameras, iPad, video/video clips, apps, visualisers or the internet) to make observations or find information about different locations and places.

Key Skills (Disciplinary)

- Name and locate significant places in their locality, the UK and wider world.
- Describe some places and features using basic geographical vocabulary.
- Ask and answer simple geographical questions.
- Ask and answer simple geographical questions when investigating different places and environments.
- Describe similarities, differences and patterns e.g. comparing their lives with those of children in other places and environments.
- Use simple fieldwork and observational skills when studying the geography of their school and its grounds.
- Develop simple fieldwork and observational skills when studying the geography of their school and local environment.
- Use a range of sources such as simple maps, globes, atlases and images.
- Know that symbols mean something on maps.
- Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.
- Use simple compass directions as well as locational and directional language when describing features and routes.
- Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc.
- Create their own simple maps and symbols.

Sequence of Lessons:

1. **What is our local area like?** L.O. to understand what our local area is like.
2. **Out and About Fieldwork.** L.O. to observe what my local area is like.
3. **Fieldwork Follow up.** L.O. to observe what the local area is like. To describe where things are on a map.
4. **Houses and Homes.** L.O. to understand different types of housing in the local area.

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5. **Jobs in the local area.** L.O. to name the different types of jobs that there are in the local area.
6. **Let's Make a Change.** L.O. to understand ways that we can change a local area. To ask questions.

Enhancements:

Local walk around Forton.
Guest speakers – talking about their jobs.

End of Unit Outcome:

To draw their own map of Forton using map symbols.

Oral Assessment:

What is my local area like?
How does my local area compare to other areas in the UK?
What features do my local area have?
What are the different types of housing in the local area?
What are the different types of jobs that there are in the local area?
How can we change a local area?