



Term 3		Where I live - Fieldwork/Compass Directions	
<p><b>PRIOR LEARNING AND STARTING POINTS:</b>                  EYFS- To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another                  From September 2022: Understanding the World – The Natural World- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class                  Year One: Pupils have used world maps, atlases and globes to identify the seven continents of the world and identify the five oceans. Beginning to understand similarities and differences through studying the physical geography of different continents. Pupils have studied some of the features of their local area.</p>			
<b>INTENT</b>		<b>IMPLEMENTATION</b>	
<p><b>NC OBJECTIVES/KNOWLEDGE:</b></p> <ul style="list-style-type: none"> <li>Pupils will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>		<p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Use maps/globes/atlasses/digital maps to locate Shefford and local surroundings.</li> <li>Label a simple map of the UK and local community.</li> <li>Describe diagrams and maps using compass points and geographical vocabulary.</li> <li>Describe the features of their local area.</li> <li>Explore a range of maps (of different places and scales), beginning to identify features of a map.</li> <li>Find features on a map (e.g. shop, road, river, physical/human features, etc.)</li> <li>Use simple compass directions and directional language to give directions to one another and to locate places on a map.</li> <li>Look at the key on a map – what does this tell us? Why are they useful?</li> <li>Draw a simple map with a key on a map.</li> <li>Give simple directions using their drawn map.</li> </ul>	
		<p><b>IMPACT</b></p> <p><b>OUTCOMES</b></p> <p><b>PUPILS WILL KNOW:</b></p> <ul style="list-style-type: none"> <li>The features of their local area.</li> <li>The difference between towns and cities.</li> <li>Some of the countries and capital cities of the UK.</li> <li>Why maps are useful and how to use them.</li> <li>The purpose of compass directions.</li> </ul> <p><b>PUPILS WILL BE ABLE TO:</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify their local environment.</li> <li>Use simple compass directions (north, south, east and west)</li> <li>Use the compass points and positional language to navigate and find their way around a local area.</li> <li>Use locational and directional language (near, far, left and right) to describe the location of features and routes on a map</li> <li>Use a simple key when creating a map</li> <li>Begin to use simple grid references when creating a map</li> </ul> <p><b>PUPILS WILL UNDERSTAND:</b></p> <ul style="list-style-type: none"> <li>Similarities and differences through studying the physical geography of different places.</li> <li>How maps and aerial photographs can show the physical features of an area.</li> <li>A simple key on a map</li> <li>Grid references</li> </ul>	
		<p><b>CHALLENGE BY:</b></p> <ul style="list-style-type: none"> <li>Pupils to research their own region and compare with their local area</li> <li>Pupils take on lead roles within group work.</li> <li>Using a scale on their map</li> </ul> <p><b>SUPPORT BY:</b></p> <ul style="list-style-type: none"> <li>Pre-teach vocabulary</li> <li>Use visual prompts and props to support learning of new ideas</li> <li>Verbally giving directions</li> <li>Sorting objects and giving hands on context</li> </ul>	
<p><b>VOCABULARY:</b>                  County, country, capital city, directions, compass points, North, South, East, West, navigate, route, locate, location, map, grid reference, key, compass directions, north, east, south, west, near, far, left, right Town, village, city.  <b>England</b> – London  <b>Scotland</b> – Edinburgh  <b>Wales</b> – Cardiff  <b>Northern Ireland</b> – Belfast  <b>Higher Level Vocabulary:</b>                  economy, society, perspective,</p>		<p><b>RICH READING OPPORTUNITY:</b></p>	
<p><b>SKILLS:</b></p> <ul style="list-style-type: none"> <li>Collecting and analysing data through fieldwork skills</li> <li>Using and understand and a simple map.</li> <li>Understand a simple key.</li> <li>Use locational and directional language.</li> <li>Use simple compass directions</li> </ul>		<p><b>ASSESSMENT OPPORTUNITIES:</b></p> <ul style="list-style-type: none"> <li>Can pupils name and locate the four countries of the United Kingdom?</li> <li>Can use directional language and compass directions?</li> <li>Can they identify physical and human features on a map?</li> <li>Can they create their own map?</li> <li>Can they use a key?</li> </ul>	
		<p><b>LINKS TO LATER LEARNING:</b></p> <p><b>Key Stage 1:</b>                  Year 2: Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p><b>Key Stage 2:</b>                  Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time; Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p><b>LINKS TO LATER LEARNING: NEXT PHASES:</b></p> <p><b>Key Stage 3:</b> Pupils will interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features.</p> <p><b>Key Stage 4:</b> Geography of the UK – Knowledge and understanding of the UK's geography, both in overview and with some in depth study, to include its physical and human landscapes, environmental challenges, changing economy and society, the importance of cultural and political factors, and its relationships with the wider world; The use of a range of maps, atlases,</p>	

<p><b>SMSC THREAD:</b>  <u>Social:</u> Societies in countries  <u>Moral:</u> Impact of human features on landscapes.  <u>Spiritual:</u> Vastness of the world, belonging  <u>Cultural:</u> Countries and their features, sense of self  <b>VALUES:</b>  Unity, belonging, peace, cooperation, tolerance  <b>PREPARATION FOR ADULTHOOD:</b>  Map reading and directional skills, key reading, knowledge of the UK</p>	<p><b>KEY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• <b>Where do I live?</b></li> <li>• <b>How is a town different to a village or city?</b></li> <li>• <b>What are the four compass points?</b></li> <li>• <b>What is the name of your town?</b></li> <li>• <b>What makes your town special?</b></li> <li>• <b>How do you read a map?</b></li> <li>• <b>What are the key features of a map?</b></li> <li>• <b>What is a simple key?</b></li> <li>• <b>How do you use a compass?</b></li> <li>• <b>How do you know which way north is?</b></li> <li>• <b>Can you create your own map?</b></li> </ul>	<p>Ordnance Survey maps, satellite imagery and other graphic and digital material<sup>2</sup> including the use of Geographical Information Systems (GIS), to obtain, illustrate, analyse and evaluate geographical information. To include making maps and sketches to present and interpret geographical information</p> <p><b>LINKS TO OTHER CURRICULUM AREAS WITHIN YEAR</b></p> <p><b>GROUP:</b>  Science – Weather (seasonal changes)  English – Locational settings of stories and narratives. Adjectives for setting description.  Maths - Positional language, movement and direction.  Computing – Positional algorithms/Programming and coding. Programming (instructions/directional language)  Science – Woodland walks  PE – Orienteering</p>
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