

OUR OWN LOCALITY

YEAR 1 and 2: AUTUMN 2

What is it like here?

COVERAGE: *What is it like here?*

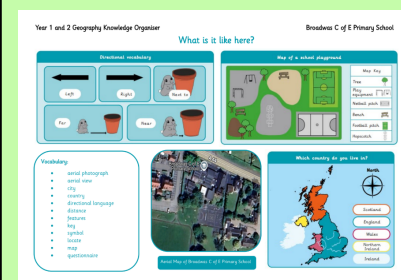
Children will be locating where they live on an aerial photograph and recognising features within a local context. They will be creating maps using classroom objects before drawing simple maps of the school grounds. They will also Follow simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.

- Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.
- Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.
- Recognise four features in the school grounds using a map.
- Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.
- Draw a design to improve three areas of the playground using the results from the survey.

KEY LANGUAGE AND VOCABULARY:

questionnaire
sea, survey
symbol, town
village, distance
features, globe
improve, key
land, locate
location, map
north, place
aerial photograph
aerial view, atlas
city, country
directional language

KNOWLEDGE AND FACT SHEET



KEY QUESTIONS:

1. Where in the world are we?
Can you find us on a map?
2. What can we see in our classroom?
3. What human and physical features can we find in our school grounds?
4. Where are the different places in our school? Can we draw a map?
5. How do we feel about our school playground?
6. How can we improve our school playground? Can we draw a plan of what we will do to make it better?

KEY SKILLS AND KNOWLEDGE

- Recognising some physical features in their locality.
- Recognising some human features in their locality.
- Using an atlas to locate the UK. Using directional language to describe the location of objects in the classroom and playground.
- Using directional language to describe features on a map in relation to other features (real or imaginary).
- Responding to instructions using directional language to follow routes.
- Recognising local landmarks on aerial photographs.
- Recognising basic human features on aerial photographs.
- Recognising basic physical features on aerial photographs.
- Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.
- Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.
- Using simple picture maps and plans to move around the school.
- Asking questions about the world around them.

• Commenting on the features they see in their school and school grounds on a walk around the respective places. • Asking and answering simple questions about the features of their school and school grounds. • Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. • Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.	
ENRICHMENT: • The children will be able to have a fieldwork opportunity on the school grounds where they will assess our playground and how they can make it better? Visits: - fieldwork will be developed	Previous Learning: The children in Year 1 will have looked at the similarities and differences in their own environment eg school for their Early Learning Goals. The children in Year 2 walked their local environment and studied a simple map of Broadwas.
School Drivers to Examine Children will look at: - <u>Economy and Power</u> = how much would the changes we need to make to our playground cost? - <u>Creativity and Innovation</u> = what can we do to our playground to make it even better? How can we be a designer in the future? - <u>Care of the Environment</u> = what will happen to the environment if we make the changes? How does our playground care for the environment now? How can it care for the environment even better in the future?	