



Overview

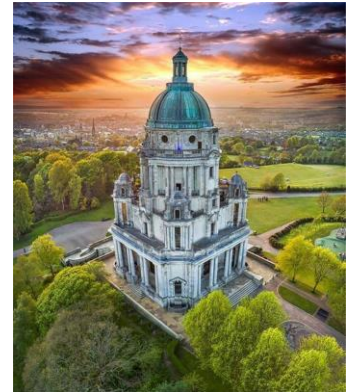


Lead Subject: Geography

Introduction: This Place-Based Sequence of Learning provides opportunities for children to engage in fieldwork and introduces them to mapwork. It uses your school grounds and Williamson Park as focal locations.

Rationale: After looking at the human and physical features of the school grounds and immediate local environment, the children then build on this knowledge. By comparing two familiar locations, it enables the children to make direct comparisons within their local area, identify human and physical features, follow a route, use a compass and create maps.

- What are the similar human and physical features of our school environment and Williamson Park?



Impact and Outcomes



Outcomes:

- Children share their knowledge by creating maps of the school and presenting them to the school in an assembly or a display.
- Children will develop their understanding of the place they live, sharing their positive experiences and learning to love their local area.

Impact:

- Children develop their understanding of fieldwork, exploring their local area using and creating maps.
- Children appreciate the special human and physical features of the local area.

Curriculum Links, Prior Learning & Key Vocabulary



Curriculum Links: Geography: Key Stage 1

Place knowledge:

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, comparing the locations.

Human and physical geography:

- Use basic geographical vocabulary to refer to key human and physical features.

Geographical skills and field work:

- Use simple compass directions (North, East, South, West) and locational and directional language (near, far, left, right) to describe the location of features and routes on a map.
- 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 our school and its grounds and the key human and physical features of its surrounding environment.

Prior Learning

ELG: People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Key Vocabulary

Maps, mapwork, key, symbol, compass, North, East, South, West, route, directions, left, right, near, far, human features, physical features, country, city, town, environment, Lancaster, United Kingdom, aerial view.

Locality-Based Experience



Children will explore the school grounds in depth (e.g. school playgrounds, woodlands, playing fields, trim trail, MUGA, school halls, the original buildings and the new buildings, the running track, classrooms)

Children will walk to Williamson's Park from school, exploring main roads and streets, the University of Cumbria, Scotch Quarry, the Grammar School, and all the key areas of the park (the ornamental lake, Ashton Memorial, sun dial, Butterfly House, the observatory)

Suggested Learning Opportunities



"In the Locality"



- Explore the school and its grounds, the children will help to plot a route on a map and follow this route, using a compass and turning the map as our direction changes.
- A walking tour of Lancaster from school to the park, exploring a variety of locations (as outlined in locality-based experience)
- The focal point of the trip is Williamsons Park, children will identify human and physical features through discussion, use of their map and taking photographs as evidence.

"In the Classroom"



Prior to visiting our local area:

- Children use tools such as Google Earth and Digimaps to explore Lancaster from a geographical perspective (street view, aerial view, reading symbols and using a key, following a route)
- In addition to using the maps they will use photographs to identify the areas they are visiting and the human and physical features they may see on the visit.
- Introducing new vocabulary and using this in context.
[Maps - BBC Teach](#)
[Maps - BBC Bitesize](#)

After visiting our local area:

- Class discussion sharing opinions about the local area and the environment, fostering a passion for the place in which we live.
- Children make comparisons between school and the park, drawing on our fieldwork opportunities and personal experiences.
- Children identify the main features of a map, generating ideas on how to create one.
- Children create their own map for the whole school display to be shared with the school community including parents. Children to develop their own keys for their maps.
- Preparing our maps, observations and opinions to present in an assembly in which the class will explain their key knowledge.

Further Links



- Explore Lancaster 'then and now,' comparing the past to the present exploring a range of photographs, illustrations and accounts from others about Lancaster in the past and how it has changed (children to interview their family members). <https://www.lancaster.gov.uk/sport-and-leisure/museums>
- Create observational drawings using different mediums of our local area.
- Opportunities to support the local community with sustainability of the local area such as school and park clean ups.
- Engagement in community projects such as creating posters and raising awareness for events in Lancaster.

