



Overview



Lead Subject: Geography / Understanding the World

Introduction: This Place-Based Sequence of Learning uses different modes of transport to allow children to plan (using simple compass directions) an interesting and safe journey around their immediate school / setting grounds and / or the immediate locality.

Rationale: It provides opportunities for children to develop their knowledge and understanding of transport by visiting, travelling on, observing, learning about, and asking questions about, different forms of transport around the bay and their immediate local area.

- What types of transport are in our area?
- How do we use different types of transport?
- Where can we get to from our school?



Impact and Outcomes



Outcomes:

- Children contribute to a class display about transport in their location
- Children recognise, talk about and describe various forms of transport
- Children plan a simple walk around their school grounds and / or local area using simple directional instructions
- Children recognise, name, learn about and experience different transportation methods used around the bay, including good places to walk
- Children use observation and discussion to recognise and ask questions about the transport types in their local area
- Children learn and use simple directional vocabulary

Impact:

- Children learn (at an appropriate level for their age) that vehicles use fuel and have an impact on the environment
- Children recognise and celebrate the benefits of walking

Curriculum Links, Prior Learning & Key Vocabulary



Curriculum Links

EYFS Framework

People, Culture and Communities

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

National Curriculum

Locational Knowledge

- Name and locate some places in their locality...
- Develop knowledge about their locality.

Human and Physical Geography

- Use basic geographical vocabulary to refer to: key **human** features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

- 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 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
- 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.

Prior Learning

Children to talk about previous knowledge of, experience of and understanding relating to transport and travel in the local area, including places they like to walk.

Key Vocabulary

Vocabulary related to different transport types, route, destination, journey, railway stations, local road names, local natural and man-made landscape features, cycle route etc. Vocabulary related to simple compass directions and the giving of simple movement instructions.

Locality-Based Experience



After talking about children's own knowledge and experience of different forms of transport (including their experiences of walking), children should have the opportunity to visit and observe some of the different forms of transport around their local area and around the bay. Children should use and make simple maps in the school playground to create directions to simulated version of a bus stop, a car park, a railway station, a bicycle shelter etc. This could also be completed 'for real' within the child's own immediate location then plotted on a simple map with photographs to illustrate the journey's made.

Suggested Learning Opportunities



"In the Locality"



- Visit specific areas related to transport in the local area and around the bay to develop knowledge, understanding, experiences of different transport types.
- To widen children's experiences and to promote observation and talk, children should travel on a train, go on a bus journey and identify and discuss the things they can see.
- Children could plan an interesting and safe walk around their school / setting grounds and /or an interesting circular walk within their local area and talk about and record the things that they can see.
- Children could meet, learn from and ask questions of members of the local community who have jobs related to different transport types.

"In the Classroom"



- Children will talk about the transport they have experienced and will recall types of transport and features from their field trip that they have seen. Children will express their own opinions and will supplement this by talking about photographs that were taken on the visits.
- Children are shown simple maps that illustrate the journeys they have made as part of their trips and are encouraged to plot and talk about the journeys that were made.
- Children will also use a local area map to talk about and plot the journeys that they make coming to their school / setting and will recount features that they can remember along those journeys.
- Children will work in groups to practice their use of simple directions and will use and make simple maps and give simple instructions to friends in the outdoor area / school playground to create directions to simulated version of a bus stop, a car park, a railway station, a bicycle shelter etc. This could also be planned for and completed 'for real' within the child's own immediate location

To further extend children's experiences then links could be made to people and services within the local community such as the Fire Service, the Ambulance Service, The Police, The Bay Rescue team etc

Further Links



- Children's learning of transport can be supported by the use of easily purchasable transport posters, use of photographs and use of non-fiction books, as well as use of role-play equipment, different transport-related play scenarios, play vehicles and a variety of transport-related toys.
- Children's learning could also be amplified and members of the local school community 'celebrated' by meeting real people from the wider school / setting community who are train drivers, taxi -drivers, lorry-drivers, bus drivers, keen hikers and cyclists, with stories to tell and resources to share etc
- In addition, there are many appropriate and enjoyable EYFS / KS1 children's stories to explore related to different forms of travel, such as: Last Stop on Market Street by Matt De la Pena, The Hundred Decker Bus by Mike Smith, Cycle City by Alison Farrell, The Journey Home from Grandpas by Jemima Lumley, We Catch the Bus by Katie Abey etc, which can call be used to widen children's interest in and knowledge of different forms of transport, many of which have on-line version and support materials available if you search...for example:

[https://ellesmerecollege.org.uk/images/Covid-19/Home_Learning_Packs/C_and_R/Transport2/CR_HN_English - Transport 2.pdf](https://ellesmerecollege.org.uk/images/Covid-19/Home_Learning_Packs/C_and_R/Transport2/CR_HN_English_-_Transport_2.pdf)

