



Year group: Reception

Area/topic: My town- Dereham. Exploring the local community (fieldwork) (Spring 2)

(Objectives from NC/ELG/Development matters)

National Curriculum Objectives

Enquiry and Geographical skills

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts (NC: People, culture and communities).
- Comment and ask questions about aspects of their familiar world- local area (Dereham).
- Use a simple map with symbols to spot features in the local community.
- Describe location in simple terms (left/right).
- Use the local area for exploring both the natural and built environment.

Human and physical

- Describe the daily weather patterns.
- Talk about the lives of the people around them and their roles in society (NC: Past and present).
- Understand some important processes and changes in the natural world around them, including seasons (NC: The Natural World)

Locational knowledge

- Know that they live in Dereham.
- Name and locate different parts of the local community.

Prior learning	Future learning
<p>In Spring 1...</p> <ul style="list-style-type: none"> Children learned about different facilities and job roles in Dereham. They looked at simple maps of Dereham to locate different places. 	<p>In Year 1...</p> <p>National Curriculum statements</p> <p>Children will:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate the 4 countries on the UK on a map, atlas and globe. <p>Place knowledge</p> <ul style="list-style-type: none"> Describe the physical geography of where they live and of a contrasting non-European country. Describe the physical geography of where they live and of a contrasting non-European country. <p>Human and physical</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK. <p>Enquiry and geographical skills</p> <ul style="list-style-type: none"> Complete a fieldwork study of the local area, taking and examining photos, making sketches and/or writing observations. Describe some of the human and physical features. Examine aerial photos of the local area, to identify human and physical features. Examine aerial photos of the UK and its capital cities to identify human and physical features.

What pupils need to know or do to be secure

Key knowledge and skills

- Children will be able to talk about different places and facilities in Dereham.
- Children will be able to explain the role of different members of society (within Dereham).
- Children will be able to explore Dereham and explain their findings to a fieldwork question, commenting of human and physical features (where relevant).

Possible evidence

- Children complete fieldwork study of local area- exploring Dereham.
- Children can continue to role play as different members in society.
- Children will continue to examine simple maps of local area. Children can use maps to plan a route for their fieldwork study, using left and right directions.

Key vocabulary

- Town
- Shop
- Café
- Restaurant
- Post office
- Supermarket
- Bank
- Street
- Road
- Left/right

Common misconceptions

- Children may struggle to comprehend different places and roles if they have never been those places, e.g. a police station.
- Children may need support with interpreting maps and left and right directions.

Books linking to this area

- This is how we do it- Matt Lamothe
- In every house, on every street- Jess Hitcham
- You can't call an elephant in an emergency- Patricia Cleveland Beck and David Tazzyman
- The Jolly Postman and Other People's Letters- Janet and Allan Ahlberg.

	<ul style="list-style-type: none"> • When you're fast asleep, who works at nighttime? - Peter Arrhenius and Ingela P Arrhenius.
<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>
<ul style="list-style-type: none"> • Children will complete a fieldwork study in Dereham. 	<ul style="list-style-type: none"> • Children will discuss their findings to a fieldwork question. Children will communicate with their peers and teachers during fieldwork study. • Children will role play as different members in society, as part of their ILT. • Children will describe directions and locations of different places verbally. • Children describe the daily weather and seasons in maths meetings, using full sentences.

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Reasonable adjustments for pupils with SEND

<p style="text-align: center;"><i>Communication and Interaction</i></p> <ul style="list-style-type: none">• Pre-teaching of important geographical vocabulary/concepts.• Children could be given pictures/symbols for directions, to support giving and following directions.• Picture exchange system could be used to help give directions/instructions.• Children's ideas could be recorded in a variety of ways, drawings, pictures or by the adult scribing the child's verbal response.	<p style="text-align: center;"><i>Cognition and Learning</i></p> <ul style="list-style-type: none">• Digital photographs, line drawings and audio descriptions/videos of key locations can be a great supplement to the fieldwork experience and/or teaching about a particular place.• Pre-teaching of important geographical vocabulary/concepts.• Simplified maps of the key points/features could be used.• Children's ideas could be recorded in a variety of ways, drawings, pictures or by the adult scribing the child's verbal response.
<p style="text-align: center;"><i>Social, Emotional and Mental health</i></p> <ul style="list-style-type: none">• Children can explore the school and local area in a small group or with 1:1 if overwhelmed by the whole class being outside at once.• Adults to discuss upcoming fieldwork activities or trips around the local area to prepare children for the transition to a new place.• Children can explore a smaller area of school/town if overwhelmed by going to too many different places. Photos could also replace visiting certain places.• When presenting findings/their learning, some children could present to an adult/smaller group of people rather than whole class.	<p style="text-align: center;"><i>Sensory and Physical</i></p> <ul style="list-style-type: none">• When playing lessons that involve the outdoors e.g. walks around the local area/completing fieldwork, ensure that every child is able to access the route. Consider steps and ramps.• Enlarge maps to ensure they are easier to read/look at.• Children could wear ear defenders or bring comfort items when exploring the school and/or local area.