



Year group: Year 1

Area/topic: Enquiry and geographical skills
- Human and physical (Autumn 1)

(Objectives from NC/ELG/Development matters)

Key Stage One National Curriculum Objectives:

Enquiry and Geographical skills

- Draw picture maps from stories, using own symbols.
- Devise a simple map of the school grounds.
- Use simple picture maps to move around school.
- Conduct a fieldwork study of the school grounds, taking and examining photos, making sketches and/or writing observations. Describe some of the human and physical features.
- Devise a simple map of the local area.
- Examine aerial photos of the school and local area, to identify human and physical features
- Follow directions (up/down, left/right, forwards/backwards).
- To use directional language (near, far, left, right,) to describe location of features on a map.
- 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.

Human and physical

- Use basic geographical vocabulary to refer to:
- Key physical features including: river, hill, trees
- Key human features including: town, house, office, shop, post-office, café, road, pavement

Prior learning	Future learning
<ul style="list-style-type: none"> • Children will have explored the natural world around them (school grounds), making observations and drawing pictures of animals and plants. • Children will have explored the local area, both built and natural environment. • Children will have found out about their environment, through talking to people, examining photographs, simple maps and visiting local places. • Children will have used and followed simple directions (forwards/backwards/ up/ down) • Children will have used a simple map with symbols to spot features in the school grounds and the local community. • Children will have drawn and created their own maps using real objects, and/or pictures and symbols. 	<p>In Year 2...</p> <p>Key Stage One National Curriculum Objectives:</p> <ul style="list-style-type: none"> • 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 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 their school and its grounds and the key human and physical features of its surrounding environment. • Use basic geographical vocabulary to refer to: • Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

What pupils need to know or do to be secure

Key knowledge and skills

- Children know the purpose of a map, and can identify places they know on a map, e.g. the school field, church etc. With this knowledge, children can devise their own map of a known area—either taken from a story, the school or Dereham.
- Children know how and where aerial photographs are taken. They recognise known places/areas aerial photographs, e.g. the main school, church, field and possibly further afield.
- Children understand and can follow the directional language of up/down, left/right, forwards/backwards, near/far. They use this language when following or planning a route.
- Children can use directional language to explain the location of areas on a map, for example, 'the field is to the left of the playground'.
- Children can ask their own questions when planning fieldwork. They can collect data and explain their findings. They can present findings, explaining a possible solution to an issue, or a way to improve something.

Possible evidence

- Children could draw a picture map for a particular story, e.g. could be a character's house, or a location in a story.
- Children could examine aerial photos of school grounds, identifying human and physical features.
- Children could devise an aerial map of the school grounds with a key, identifying human and physical features.
- Children could create map and directions with a purpose, e.g. for a new pupil starting or a visitor showing them directions to different parts of the school. These could be displayed in the classroom.
- Children could complete fieldwork study of

Key vocabulary

- River
- Hill
- Trees
- Town
- House
- Office
- Shop
- Post-office
- Café
- Road
- Pavement
- Up/down
- Left/right

- *Forwards/backwards*
- *Near/far*

school grounds, taking photos, sketches etc.

- *Children could use beebots to practice following directions. A large aerial map of the school could be printed, or a large map they have created of the school, and children navigate beebot on map.*
- *Children could complete fieldwork study of the local area, taking and examining photos of the human and physical features.*
- *Children could devise own map of Dereham, and use this to plan a fieldwork study route around Dereham using directional language.*
- *Children could examine aerial photographs of Dereham, labelling the human and physical features.*
- *Children can plan a route around class/school and give*

children instructions to follow the route (perhaps children could guess where they are being directed to?).

Common misconceptions

- Children may not understand concept of an aerial map- map drawings may not be of aerial perspective.
- Children may confuse the difference between human and physical features.
- Children may confuse left and right directions.

Books linking to this area

- Martha Maps It Out- Leigh Hodgkinson
- In Every House, on Every Street- Jess Hitchman

Memorable first hand experiences

- Fieldwork study of school.
- Fieldwork study of local area.

Opportunities for communication

- Children will present the findings of their fieldwork studies. This could be to the class, a year group or in a collective worship.
- Children can give each other directions to move to or around a particular area, using a map.

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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.