

Have you ever been lost?

Work completed during this term will develop the children's knowledge about the world, starting with their immediate environment. They are encouraged to use subject-specific vocabulary and to use first-hand observation and experience to enhance their locational awareness.

Chapter at a glance

Curriculum objectives

Geographical skills and fieldwork

- To use simple fieldwork and observational skills to study the geography of their school.
- To use plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use basic symbols in a key.
- To use simple compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map.

Human and physical geography

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

Week	Objectives	Summary of activities	Expected outcomes
1	<ul style="list-style-type: none"> • To familiarise the children with their classroom and develop an understanding of areas and representational plans. 	<ul style="list-style-type: none"> • Looking at a simple plan. • Creating a bar chart of favourite places in the classroom. • Using positional language to create pictures of a room. 	<ul style="list-style-type: none"> • Begins to understand place within the setting of their classroom. • Can understand that some areas are connected with a particular type of activity, and why this is. • Begins to relate the physical environment to a plan.
2	<ul style="list-style-type: none"> • To develop an awareness of the school environment beyond the classroom. • To use a simple plan or map. 	<ul style="list-style-type: none"> • Taking part in a search for lost toys by following a simple map/plan. • Using positional language to record their work. 	<ul style="list-style-type: none"> • Can use a simple plan. • Can understand that a plan can represent a physical area. • Can extend their use of positional language.
3	<ul style="list-style-type: none"> • To recognise features of the school and their location. • To use symbols. 	<ul style="list-style-type: none"> • Identifying and classifying inside and outside areas. • Recording one area of the school. 	<ul style="list-style-type: none"> • Can understand that a plan can represent a physical area in 2D form. • Can understand that symbols represent physical features on a plan.
4	<ul style="list-style-type: none"> • To understand and help produce a plan using symbols for a key. 	<ul style="list-style-type: none"> • Creating a large-scale plan. • Revising the idea of a key. 	<ul style="list-style-type: none"> • Can consolidate their understanding of plans. • Can use their ideas for representation. • Can use and extend their use of positional vocabulary. • Can communicate ideas to others.
5	<ul style="list-style-type: none"> • To use simple compass directions. 	<ul style="list-style-type: none"> • Observing differences in each direction. • Making a compass. 	<ul style="list-style-type: none"> • Can relate ideas through practical experience. • Experiences north, south, east and west in a number of ways. • Can understand that symbols give meaning and represent areas/objects.
6	<ul style="list-style-type: none"> • To give children an opportunity to put into use what they have been learning about. 	<ul style="list-style-type: none"> • Role playing to reinforce using plans or simple maps. • Looking at journeys they have taken. 	<ul style="list-style-type: none"> • Can relate to new concepts through role play. • Can use their extended vocabulary. • Can identify places through recognisable symbols.



Expected prior learning

- This chapter consolidates and extends work undertaken in the Early Years Foundation Stage. The children will have had many opportunities for discovery and play and should be ready for these experiences to be channelled into new challenges. They should have some awareness of their immediate surroundings, such as the school and grounds, which will be extended to incorporate an appropriate level of recording.



Overview of progression

- Throughout the term, children will be developing their contextual knowledge of location of places.
- They will start to interpret information such as diagrams and maps and will use positional language. By the end of this term they should be able to interpret a simple map and key.
- The children have the opportunity to improve their fieldwork and observational skills when studying the geography of their school and its grounds and the key human and physical features of local urban and rural locations.



Creative context

- English: using descriptive language which will be of value in all writing contexts; role play when being a tour guide; speaking and listening skills developed through the tour in week 6.
- Maths: making a block graph; positional language relating to shape and space and using symbols.
- Computing: using the internet to watch a video of *We're Going on a Bear Hunt* (weeks 2 and 6); recording their environment through the use of digital cameras or recorders (week 3).



Background knowledge

- Fieldwork: simple fieldwork is undertaken in the children's own school and immediate locality, including observing and describing the features of places, drawing and recording information on a map, using directional language and understanding relative distance.
- Geographical enquiry: in Key Stage 1, the enquiry approach is introduced through the key geographical questions: *Where is this place? What is this place like and why? Why is this place like it is? How is this place connected to other places? How is this place changing? What does it feel like to be in this place? What do I like or dislike about it?*

Curriculum objectives

- To use simple fieldwork and observational skills to study the geography of their school.
- To use plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use basic symbols in a key.
- To use simple compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map.

Lesson objective

- To familiarise the children with their classroom and develop an understanding of areas and representational plans.

Resources

Photocopiable page 'Direction labels' from the CD-ROM; photocopiable page 17 'What can I find here?'; photocopiable page 18 'What can I use in my classroom?'; prepared simple plan of the classroom, showing just the main features and areas; photocopiable page 'Our favourite areas' from the CD-ROM; photographs of the different areas the children may choose (or digital camera to take these photographs); prepared labels for the children to put on the bar chart

Vocabulary

above, alongside, behind, below, by, close to, east, furthest, high, in front of, low, near, nearest, next to, north, south, west

Where am I in my classroom?

Introduction

- The following games need to be teacher led initially, as the introduction of the positional language is a key teaching point. Later the children will be able to play these games in their own time or as part of role play.
- Game 1 'I can't find it': describe something in the classroom using positional language. For example: *I am looking for something behind the sand tray; it is next to the pencil pots; it is big and red. Can you find it?*
- Game 2 'Where do I go?': before starting the game, enlarge a set of direction labels from photocopiable page 'Direction labels' from the CD-ROM and place the labels around the classroom. Ensure that they are correctly placed geographically and are clearly visible. Introduce the labels 'North', 'South', 'East' and 'West' to the children. Name or describe an object in the classroom and ask the children to say in which direction you will need to move to find it.

Whole-class work

- Talk to the class about their classroom area. Move from one area to another. Ask questions such as *What do we do in this area? What can I find here? What do we call this part of the classroom?*
- Discuss how some areas are different from others. Give explanations such as: *We use this area for making things because it is near the sink for washing the paint and glue pots. We use the carpet area for construction because we have lots of space. We sit at a table to write because it is easier.*
- Have a simple prepared plan of the classroom showing the main areas and point to the plan as each area is discussed. This is so that the children begin to relate the physical with the plan, ready for week 2.
- Use photocopiable page 'Our favourite areas' from the CD-ROM to create a large bar chart in order to show different classroom areas for activities such as making, writing, reading, construction, sand play and water play. Take photographs of these areas within your classroom or work spaces and add these to the bottom of the columns. Give each child a label with their name on. Ask them to choose their favourite area and put their label in the appropriate column to create a bar chart.

Group work

- Give each group copies of photocopiable page 17 'What can I find here?' or photocopiable page 18 'What can I use in my classroom?' (which introduces a slightly harder concept as it asks the children what they might use in the space as opposed to what they can see). Ask the groups to discuss the things they would find or use in areas of the classroom, then to draw pictures under the headings.

Differentiation

- Challenge: Some children may be able to complete both photocopiable pages. You will need to decide which to give each child/group.
- Support: Some children may require help reading the words on the photocopiable sheet.

Review

- Look at the results of the bar chart, identifying the areas which the children have chosen and using the compass points and positional language whenever possible.
- It is sufficient to note the children who grasp the idea of area, and those who understand positional vocabulary. Note those children who experience difficulties, and if possible allow activities to be repeated for additional reinforcement.

Curriculum objectives

- To use simple fieldwork and observational skills to study the geography of their school.
- To use basic geographical vocabulary to refer to key physical features and key human features.

Resources

A big book or poster with pictures for the Revise activity (anything suitable with plenty of interest in it); photocopiable page 24 'What is missing?'; interactive activities 'Can you tidy the classroom?' and 'Where are they?' on the CD-ROM

Vocabulary

above, behind, below, beside, in, in front of, next to, on, over

Where is it?**Revise**

- Play the game from week 1 'I can't find it'. Describe where something is, for example: *I am looking at something which is near to the door, it is next to the cupboard and is on the carpet behind the lorry.* Ask: *Who can tell me what it is?* Play this several times.
- Now play a simple standing game. Ask a child to stand. Ask a second child to stand next to, in front of or behind the first child. Ask a third child to join them and give instructions as to whether they should be next to either of the standing children, in front of them, behind them or between them. A fourth and fifth can be added. After this it may become too many, so the game can start again with others. Perhaps one of the children could try to give instructions. This can be extended to using the furniture. Ask a child to sit on a chair, another to stand behind it, a third to sit in front of it, a fourth to put another chair next to it, and so forth. Observe which children can understand and position themselves.
- Show the children a picture that is available in school, perhaps in a big book – it can be of anything suitable, but it needs to have plenty of interest in it. Look at the picture and ask the children to tell you where in the picture you can find specific things. Choose ones that the children will be able to use the words: *on, in, next to, beside, behind, in front of, over, above, below* and so on.

Assess

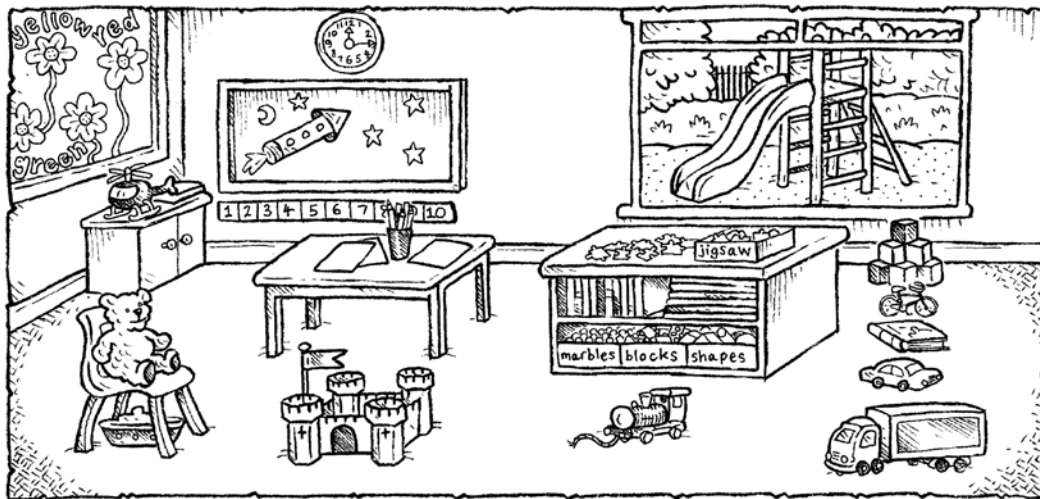
- Give each child a copy of photocopiable page 24 'What is missing?' This should be suitable for most of the children once it has been explained by you. There may be a few children who will need support and this should be noted on their photocopiable sheet and taken into account. The time allowed may vary and will be at your discretion.
- The photocopiable sheet includes some positional language. The children are being asked to think about where the missing objects are positioned. They will need to observe carefully and take their clues from the main picture (a direct link to early reading skills – using the picture in context). The question mark showing the position is to help the children for whom reading is still difficult.

Further practice








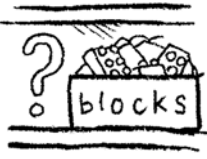
- Allow the children to work in pairs and play the 'I can't find it' game, taking it in turns to ask and guess. All adults in the room should listen carefully to the positional language used.
- The following interactive activities will help reinforce the concepts taught within this chapter.
 - Interactive activity 'Can you tidy the classroom?' on the CD-ROM is a simple click-and-drag game involving sorting for initial sounds, and provides a direct link with English lessons.
 - Interactive activity 'Where are they?' on the CD-ROM is a game that involves understanding positional language. The children will need to read short sentences. This could be played with a partner for support.


What is missing?

- Look at the big classroom picture and draw what is missing from each small picture.



- What is missing? Draw what you see.

	on the chair		on the castle
	behind the train		in front of the book
	on the cupboard		under the chair
	above the picture		next to the building blocks


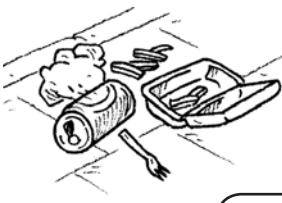
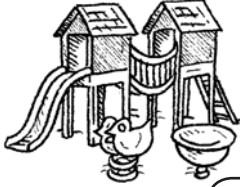


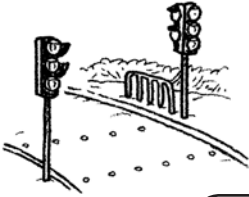
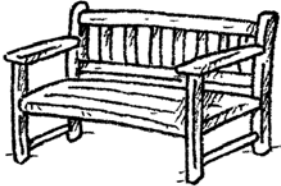

I can describe where things are. How did you do? 

What is there around me?

1. Draw two local landmarks which are near to where you live and label them.

--	--

2. Use green to put a tick in the boxes where there is something good for the local environment and use red to put a cross in the boxes with something that is not good.

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

3. Why should we look after where we live? Write your ideas.

■ I think we should look after our local environment because

I can say which landmarks I live next to.

How did you do? 