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<p>Geographical concepts:</p> <p>Place Environment Space Scale Diversity Change Interconnection Sustainability</p> <p>       </p>				
<p>Subject rationale: This enquiry explores the unique features of our school, from its location and classroom layout to the people who work here and the diverse ways students travel. Through fieldwork and investigation, we will discover what sets our school and its environment apart.</p>			<p>Prior learning: It will be helpful if children have some experience of making simple observations from the EYFS Understanding our World. Children should be familiar with the layout of the classroom and school environment. They should be able to name/label some of the key areas within the classroom environment as well as the features of the school. Children should begin to ask geographical questions and comment about familiar places.</p>	
Enquiry	Connecting Learning	Vocabulary Focus	Direct Instruction Practice	Evaluation and Assessment What if question?
Lesson 1- What is our school called and where is it located?	Discuss what pupils know about their local area. Show a simple map of	School - The place where	<p>Introduction to the School Name and Location (10 minutes)</p> <ul style="list-style-type: none"> Write the school's name on the board and practice saying it with the class. 	<p>Plenary (5 minutes): Pupils share their maps with a partner and</p>



<p>Place: Identifying the name and geographical location of our school within the local community.</p>  <p>National curriculum link –</p> <p>Progress Model links: <u>Locational knowledge</u> <u>Place knowledge</u> <u>Human and Physical geography</u> <u>Geographical Skills and Fieldwork</u> Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>Sticky knowledge</p> <p>Our school’s name: Pupils will remember the name of their school.</p> <p>Geographical location: Pupils will understand the basic location of their school within their local area</p>	<p>the local area and identify known landmarks or places.</p>	<p>pupils go to learn.</p> <p>Location - A particular place or position.</p> <p>Map - A drawing that shows where places are located.</p> <p>Landmark - A recognizable and important feature or building.</p> <p>Nearby - Close to a particular place.</p> <p>Community - The area and people</p>	<ul style="list-style-type: none"> ○ Show the school's location on a large local map. Highlight nearby streets and landmarks. ○ Key Questions: What is our school’s name? Can you find our school on this map? <p>Mapping Activity (15 minutes)</p> <ul style="list-style-type: none"> ○ Hand out a simplified map of the local area with the school missing. ○ Guide pupils to find and mark the school's location on their maps. Label the school's name. ○ Key Questions: Where is our school on your map? Can you label it? <p>Exploring the Community (15 minutes)</p> <ul style="list-style-type: none"> ○ Discuss important nearby landmarks (e.g., parks, shops, community centres). Show pictures of these landmarks. ○ On the same map, help pupils locate and label these landmarks. ○ Key Questions: What are some important places near our school? Why are these places important? <p>Misconceptions to Address:</p> <ul style="list-style-type: none"> ● Confusing the school’s location with other familiar locations. ● Differentiating between a map and a photograph. 	<p>discuss what they’ve learned about the school’s location and nearby landmarks.</p> <p>Key Question: What new places did you learn about today?</p> <p>What If? Challenge:What if our school were located in a different part of the community? How might that change our daily experiences, such as where we go for lunch or how we get to school?</p> <p>Key Question: How would a different location for our</p>
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<p>and be able to identify it on a simple map.</p> <p>Landmarks: Pupils will recognize and name important landmarks or features near their school.</p>		<p>around our school.</p> <p>Local - Relating to the area where we live or go to school.</p>		<p>school affect us?</p>
<p>Lesson 2- What does our classroom look like and what can we find in it?</p> <p>Space: Describing the layout and organization of our classroom, including key areas and items.</p>  <p>National curriculum link – Geographical Skills and Fieldwork Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features. Devise a simple map; use and construct basic symbols in a key.</p> <p>Sticky knowledge</p>	<p>Review the school's name and location on the map from Lesson 1. Discuss how the classroom is part of the school.</p> <p>Introduce the idea of mapping our immediate environment—the classroom.</p>	<p>Classroom - A room where pupils learn.</p> <p>Layout - The way in which something is arranged or organized.</p> <p>Area - A specific part of a place.</p>	<p>Classroom Tour (15 minutes)</p> <ul style="list-style-type: none"> ○ Take pupils on a tour of the classroom. Point out and describe key areas (e.g., reading corner, art station, teacher's desk). ○ Use directional language (left, right, up, down, forward, backward) to guide pupils during the tour. ○ Key Questions: Where is the reading corner? What is on the left side of the room? How do you get to the art station? <p>Introduction to Messy Maps (10 minutes)</p> <ul style="list-style-type: none"> ○ Explain what a messy map is: a creative representation of a place using various materials. Show examples if available. ○ Discuss how messy maps can include different features and areas in a fun, artistic way. <p>Messy Map Creation (20 minutes)</p>	<p>Plenary (5 minutes): Have each group briefly share their messy map with the class and explain one feature they included.</p> <p>Key Question: What was the most fun part of making your messy map?</p> <p>What If? Challenge: What if you had to make a messy map of a different place,</p>




<p>Classroom layout: Pupils will remember key areas in their classroom (e.g., reading corner, art station).</p> <p>Classroom features: Pupils will be able to identify and describe different items and areas within the classroom, such as desks, shelves, and supplies.</p> <p>Map creation: Pupils will understand that maps are representations of real spaces and will be able to create a simple “messy map” of their classroom.</p>		<p>Corner - Where two walls meet.</p> <p>Label - A name or description attached to something.</p> <p>Furniture - Objects in the classroom like desks and chairs.</p> <p>Draw - To create a picture or map using lines and shapes.</p>	<ul style="list-style-type: none"> ○ Divide pupils into small groups and provide a range of materials (e.g., colored paper, crayons, fabric, cardboard, stickers). ○ Each group creates a messy map of the classroom using these materials. Encourage creativity in representing different areas (e.g., labelling where they sit, where the teacher’s desk is). ○ Teachers should take photos of each messy map for future reference. ○ Key Questions: What did you include in your messy map? How did you decide where to place different features? <p>Misconceptions to Address:</p> <ul style="list-style-type: none"> ● Pupils might think that maps need to be perfectly drawn or that all features must be to scale. ● Understanding that messy maps are creative and don’t need to be exact replicas. 	<p>like a park or a playground? What would you include and how would it be different from the classroom map?</p> <p>Key Question: How would you create a messy map of a playground?</p>
<p>Lesson 3- What is in our school and how are these areas used?</p>	<p>Recap the classroom layout from Lesson 2 and discuss how the classroom fits</p>	<p>Area - A specific part or section of the school.</p>	<p>Introduction to Directional Language and Compass Points (15 minutes)</p> <ul style="list-style-type: none"> ● Directional Language Practice: <ul style="list-style-type: none"> ○ Introduce and practice directional language such as left, right, up, down, forwards, and 	<p>Plenary (5 minutes):</p> <p>Review the maps created by pupils and</p>



<p>Environment: Exploring the different areas within our school grounds and understanding their purposes and uses.</p>  <p>National curriculum link –</p> <p>Progress Model links: <u>Locational knowledge</u> <u>Place knowledge</u> <u>Human and Physical geography</u> <u>Geographical Skills and Fieldwork</u></p> <p>Use simple compass directions (North, South, East, West) and locational and directional language (e.g., near and far; left and right) to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features.</p> <p>Devise a simple map; use and construct basic symbols in a key.</p> <p>Sticky knowledge</p> <p>Different areas in the school: Pupils will know about various rooms in their school (e.g., library,</p>	<p>into the larger school building.</p> <p>Use a simple diagram of the school building to show the relationship between the classroom and other areas.</p>	<p>Library - A room where books are kept for reading and borrowing.</p> <p>Dinner hall - A place where pupils eat meals.</p> <p>Office - A room where administrative work is done.</p> <p>Compass - A tool used to show directions (North, South, East, West).</p> <p>Direction - The course along</p>	<p>backwards using simple movements and instructions in the classroom.</p> <ul style="list-style-type: none"> ○ Have pupils follow directions to move to different areas of the classroom (e.g., "Take two steps forward", "Turn right to reach the reading corner"). ○ Key Questions: Where should you go if I say 'turn left'? How do you get to the art station from here? <ul style="list-style-type: none"> ● Compass Points Introduction: <ul style="list-style-type: none"> ○ Introduce the four compass directions (North, South, East, West). Show a simple diagram or compass rose. ○ Explain how compass directions can help us understand directions and locations within the school. ○ Key Questions: What direction is North? If the classroom is facing North, which direction is the library? <p>Tour of the School with Directional Language (20 minutes)</p> <ul style="list-style-type: none"> ● Take pupils on a guided tour of the school. Use the compass directions and directional language to describe the route (e.g., "We are heading East towards the library", "Turn left to get to the gym"). ● Point out and discuss different rooms and areas within the school, explaining their uses. ● Provide a simple school map and use it to reinforce compass directions and location descriptions. 	<p>discuss how they used directional language and compass points to locate different areas of the school.</p> <p>Reflect on the tour and how understanding directions helps in navigating the school.</p> <p>Key Question: How did the compass directions and directional language help you create your map?</p> <p>What If? Challenge:</p> <p>What if the layout of the school changed and rooms were moved? How</p>
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<p>cafeteria, gym, office) and their purposes.</p> <p>Directional language: Pupils will use basic directional language (left, right, up, down, forwards, backwards) to describe locations within the school.</p> <p>Compass directions: Pupils will have a basic understanding of the four main compass directions (North, South, East, West) and be able to use them to describe the relative location of rooms on a map.</p>		<p>which someone or something moves.</p> <p>Map - A drawing showing the layout and locations within the school.</p>	<ul style="list-style-type: none"> • Key Questions: Which way do we turn to get to the cafeteria? How can you find the library using the compass directions? <p>Cut and Stick School Map Activity (15 minutes)</p> <ul style="list-style-type: none"> • Provide a blank map of the school and printed images or symbols of different rooms and areas. • Pupils cut out the images and stick them in the correct locations on the school map. Ensure compass directions are included on the map for guidance. • Discuss the placement of different rooms and how compass directions help in finding them. • Key Questions: Where should you place the library on your map? Which direction is the gym from the classroom? <p>Misconceptions to Address:</p> <ul style="list-style-type: none"> • Confusion between compass directions and left/right directions; reinforce the use of both systems. • Understanding that compass directions are fixed while directional language is relative to current position. 	<p>would you use compass directions to navigate the new layout?</p> <p>Key Question: How would you describe the new location of the library if it were moved to a different part of the school?</p>
<p>Lesson 4- Who works in our school and what do they do?</p> <p>Interconnection: Learning about the roles of various staff members and how</p> 	<p>Recap the previous lessons on the layout of the school and the use of directional language.</p>	<p>Staff - The people who work in the school.</p> <p>Head teacher- The head</p>	<p>Introduction to School Staff (10 minutes)</p> <ul style="list-style-type: none"> ○ Discuss the different roles of staff members (e.g., teachers, janitors, cafeteria workers, principal). Show pictures or introduce the staff members if possible. 	<p>Plenary (5 minutes):</p> <p>Discuss what pupils learned about different</p>



<p>they contribute to the functioning of the school.</p> <p>National curriculum link –</p> <p>Progress Model links: <u>Locational knowledge</u> <u>Place knowledge</u> <u>Human and Physical geography</u></p> <p>Use basic geographical vocabulary to refer to key physical features and key human features.</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>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.</p> <p>Sticky knowledge</p> <p>School staff roles: Pupils will know who the principal, teachers, caretaker, and cafeteria workers are, and what their jobs involve.</p> <p>Importance of staff: Pupils will understand the roles and responsibilities of different staff members and how each</p>	<p>Discuss how understanding different areas of the school helps us learn about the people who work there and how they contribute to the school environment.</p>	<p>of the school.</p> <p>Teacher - A person who teaches pupils.</p> <p>Caretaker - A person who cleans and maintains the school.</p> <p>Catering staff - A person who prepares and serves food.</p> <p>Role - The function or job that someone does.</p> <p>Responsibility - The duties or tasks that a person is</p>	<ul style="list-style-type: none"> ○ Key Questions: Who is our principal? What does the janitor do? <p>Guest Visits (15 minutes)</p> <ul style="list-style-type: none"> ○ Invite a few staff members to talk briefly about their roles and responsibilities. ○ Pupils can ask questions about their jobs. ○ Key Questions: What do you do every day? How do you help make our school a better place? <p>Role Matching Activity (15 minutes)</p> <ul style="list-style-type: none"> ○ Provide pictures and job descriptions of different staff roles. ○ Pupils match the pictures with the correct job descriptions. ○ Key Questions: Which staff member helps us in the cafeteria? What does the teacher do? <p>Misconceptions to Address:</p> <ul style="list-style-type: none"> ● Pupils might think all staff roles are the same or not understand the importance of each role. 	<p>staff members and their roles.</p> <p>Key Question: What new things did you learn about the people who work in our school?</p> <p>What If? Challenge:</p> <p>What if one of the staff members couldn't come to school for a day? How might that affect our school day? Discuss the importance of each role.</p> <p>Key Question: How would our school day change if the librarian wasn't here?</p>
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<p>contributes to the smooth operation of the school.</p>		<p>required to do.</p> <p>Worker - Someone who performs work for pay.</p> <p>Job - A task or set of tasks that someone is paid to do</p>		
<p>Lesson 5- What is the journey to school like for different children?</p> <p>Diversity: Investigating the various ways students travel to school and recognizing the different experiences they have.</p>  <p>National curriculum link –</p> <p>Progress Model links: <u>Locational knowledge</u> <u>Place knowledge</u> <u>Human and Physical geography</u></p>	<p>Briefly review the school layout and staff roles from Lesson 4 using a large map of the school.</p> <p>Questions: How do you think staff get to the school? What about pupils?</p>	<p>Journey - The act of traveling from one place to another.</p> <p>Transport - The means of traveling (e.g., car, bus, bike).</p> <p>Walking - Moving by putting one foot in</p>	<p>Discussion on Modes of Transport (10 minutes)</p> <ul style="list-style-type: none"> ○ Show pictures or use toy vehicles to represent different modes of transportation (walking, biking, bus, car). ○ Key Questions: How do you get to school? What other ways can people travel to school? <p>Survey Activity (15 minutes)</p> <ul style="list-style-type: none"> ○ Conduct a simple survey of how pupils in the class travel to school. Create a tally chart on the board to record results. ○ Key Questions: How many of you walk to school? Who takes the bus? <p>Graphing Results (15 minutes)</p>	<p>Plenary (5 minutes): Review what pupils learned about how they travel to school and how it connects to the school layout and staff roles.</p> <p>Key Question: What did you learn about how people travel to school and how</p>



<p>Use basic geographical vocabulary to refer to key human features.</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>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.</p> <p>Sticky knowledge</p> <p>Modes of transport: Pupils will recognize different ways to travel to school (e.g., walking, biking, bus, car).</p> <p>Travel methods: Pupils will be able to describe how they and their peers travel to school and understand that different pupils use different methods.</p> <p>Survey results: Pupils will understand how to collect and interpret basic data about travel methods using simple graphs and charts.</p>		<p>front of the other.</p> <p>Biking - Traveling by bicycle.</p> <p>Bus - A large vehicle that carries many passengers</p> <p>Car - A vehicle with four wheels used for traveling.</p> <p>Survey - A method of collecting information from people.</p> <p>Graph - A visual representation of data.</p>	<ul style="list-style-type: none"> ○ Help pupils create a pictogram showing the different travel methods with pictures or stickers to represent each travel method. Assist pupils in placing stickers on a large poster or board. ○ Discuss the graph and what it shows about how pupils travel to school. ○ Key Questions: What is the most common way to get to school? Which travel method is the least common? <p>Discussion on Impact (10 minutes)</p> <ul style="list-style-type: none"> ● Simple Discussion: Talk about how traveling to school in different ways might make a difference in their day. Connect this to what they learned about the school's layout and staff roles. ● Key Questions: How does walking to school feel compared to coming by car? How might it be different for staff? <p>Misconceptions to Address:</p> <ul style="list-style-type: none"> ● Pupils might think only one mode of transport is available. ● Ensure pupils understand that different travel methods have different impacts and that everyone might travel differently based on where they live or their family's choices. 	<p>it connects to our school?</p> <p>What If? Challenge:</p> <p>What if everyone had to walk to school? How would that change our daily routines and experiences? Discuss the benefits and challenges of walking.</p> <p>Key Question:</p> <p>How would our school day be different if everyone walked to school?</p>
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		<p>Tally Chart - A simple way to record and count data.</p> <p>Mode of Transport - The method used to travel (e.g., walking, bus).</p>		
<p>Lesson 6- What makes our school and special?</p> <p>Place: Identifying the unique aspects of our school and local environment that make it special.</p>  <p>National curriculum link –</p> <p>Progress Model links: <u>Locational knowledge</u> <u>Place knowledge</u> Understand geographical similarities and differences through studying the</p>	<p>Recap key points from previous lessons: the school's location, classroom layout, different school areas, staff roles, and student travel methods. Discuss how these elements contribute to</p>	<p>Special - Unique or different from others.</p> <p>Feature - An important or interesting part of something.</p> <p>Community - The group of</p>	<ol style="list-style-type: none"> Review and Discussion (10 minutes) <ul style="list-style-type: none"> Review the maps, layouts, and graphs created in previous lessons. Discuss what makes each aspect of the school special. Key Questions: What is your favorite part of our school? Why do you think our school is special? Group Activity: School Poster (15 minutes) <ul style="list-style-type: none"> In small groups, have pupils create a poster that highlights what makes their school special. Include drawings, labels, and short descriptions. Encourage creativity and teamwork. Key Questions: What special features will you include on your poster? How will you show what makes our school unique? Presentation and Sharing (15 minutes) 	<p>Plenary (5 minutes):</p> <p>Reflect on the learning journey through the enquiry questions. Celebrate the uniqueness of the school and the contributions of pupils and staff.</p> <p>Key Question: What makes</p>



<p>human and physical geography of a small area of the United Kingdom.</p> <p><u>Human and Physical geography Geographical Skills and Fieldwork</u> 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.</p> <p>Sticky knowledge</p> <p>Special features: Pupils will identify what makes their school and its surroundings unique and special.</p> <p>Community importance: Pupils will appreciate the role of their school within the local community and recognize the contributions of individuals and areas that make the school a special place.</p> <p>Celebrating uniqueness: Pupils will understand how to celebrate and share what makes their school special through activities like creating posters and discussing key features.</p>	<p>making the school unique.</p>	<p>people who live in the same area.</p> <p>Surroundings - The area around a particular place</p> <p>Unique - One of a kind; special.</p>	<ul style="list-style-type: none"> ○ Groups present their posters to the class. Discuss the unique aspects each group highlighted. ○ Key Questions: What did you learn from other groups' posters? What other special features can you think of? <p>Misconceptions to Address:</p> <ul style="list-style-type: none"> ● Pupils might have a limited view of what makes a place special, focusing only on physical features rather than the community aspect. ● They may not yet fully grasp the concept of continuity and community in the context of moving or changing environments. 	<p>you proud to be a part of our school?</p> <p>What If? Challenge: What if our school had to move to a new building? How could we make sure the new place still felt special and unique? Discuss the importance of community and continuity.</p> <ul style="list-style-type: none"> ● Key Question: How would you help make a new school building feel like home?
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Medium Term Planning: Geography



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Books About Schools and Community

"The Name Jar" by Yangsook Choi: A beautifully illustrated story about a young girl adjusting to a new school and learning about cultural differences. It's a gentle introduction to themes of school and identity.

"Miss Bindergarten Gets Ready for Kindergarten" by Joseph Slate and Ashley: This story follows Miss Bindergarten as she prepares her classroom, offering a fun look at school routines and the excitement of starting school.

"The Pigeon Has to Go to School!" by Mo Willems: A humorous and relatable book about a pigeon who is nervous about going to school, perfect for discussing feelings about school and school routines.

"School Days Around the World" by Margriet Ruurs and Alice Melvin: This book provides a glimpse into how children go to school around the world, which can help broaden understanding of different school environments.

Books About Travel and Transportation

"The Wheels on the Bus" by Raffi and Sylvie Kantorovitz: A classic book based on the popular song, perfect for introducing different modes of transportation and engaging children with its repetitive, rhythmic text.

"Big Machines: The Bigger Bumper Book" by Sherri Duskey Rinker and Tom Lichtenheld: This book is packed with illustrations of various big machines used in different forms of transportation, making it engaging for young children.

"Little Blue Truck" by Alice Schertle: A charming story about a friendly truck and his adventures. It introduces different vehicles and the concept of helping others, which ties in with travel and community.

"Going Places" by Peter and Erin H. Reynolds: This book encourages imagination and creativity about travel and exploration, and is perfect for stimulating discussions about different ways to get to school and beyond.

Books About Maps and Directions

"Me on the Map" by Joan Sweeney: This book introduces the concept of maps through a simple, engaging narrative that helps children understand where they fit into their world.

"Mapping Sam" by Joyce Hesselberth: A colorful and simple introduction to maps, showing how maps work and how they can be used to navigate.

"The Great Race" by Emily Gravett: This book features a race between various animals with maps and directions used throughout the story. It's an engaging way to introduce the concept of maps and navigation.

Books About Community Helpers

"Clothesline Clues to Jobs People Do" by Kathryn Heling and Deborah Hembrook: A fun and interactive book that uses illustrations of clothing to introduce different professions, including those within a school and community helpers.

The Berenstain Bears: Jobs Around Town" by Stan and Jan Berenstain: This book shows the Bear family learning about different jobs and roles in their community, making it a great resource for discussing community helpers.

"What Do People Do All Day?" by Richard Scarry: A classic book that offers a look at various jobs and activities in a lively town setting. It provides a comprehensive view of different professions and how they contribute to the community.

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