



<p>Year group: 2</p> <p>Geographical enquiry question for learning: What is my local area like?</p> <p>Geographical scale for learning: Local / UK/ World</p>			
<p>Geographical concepts:</p> <p>Place Environment Space Scale Diversity Change Interconnection Sustainability</p>			
<p>Subject rationale: This enquiry explores our local area by identifying and observing natural and built features, comparing urban and rural characteristics, and examining connections within the area. Through a local area walk, students gather observations to create a detailed map, enhancing their understanding of their environment and its layout.</p>		<p>Prior learning: Children will have locational knowledge of the school environment and will be developing their understanding of the local area through their own experiences and from looking at the relationship between home and school. Some children may be able to apply compass directions to further map skills work. Children should be able to make simple observations about where they live and ask geographical questions.</p>	
Enquiry	Connecting Learning	Direct Instruction Practice	Evaluation and Assessment What if question?
<p>Lesson 1- What places are in our local area?</p> <p>Place: Identifying and describing natural and built features such as parks, rivers, buildings, and green spaces.</p>	<p>Begin with a discussion on what students already know about their local area. Ask: What is our local area called?</p>	<p>In pairs, students brainstorm and list places they know in the local area. (e.g., parks, schools, shops). Share lists and discuss which features were most common. What does the commonality of these features tell us about our local area? For example, if many students list parks or schools, discuss what that might say about the importance of those places in the community.</p>	<p>Review enquiry question: What places are in our local area? What different types</p>



<p>National Curriculum Objective: Use basic geographical vocabulary to refer to key human features (e.g., city, town, village) and key physical features (e.g., river, hill, forest). 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>Key questions: What places and spaces can be found in our local area? How do these places contribute to our community?</p> <p>Key vocabulary</p> <ul style="list-style-type: none"> • map, • position, • parks, • rivers, • buildings, • green spaces <p>Sticky Knowledge: Our local area includes a variety of places such as buildings, roads, parks, rivers, and green spaces. These places contribute to our community by providing spaces for living, working, recreation, and connecting with nature.</p>	<p>What do you know about our local area? What do you like or dislike about it? Allow students to jot down ideas or draw pictures of what they know or like about their area.</p> <p>How do you feel about living in this area?</p>	<p>Develop the discussion by introducing key vocabulary related to land use and geographical features (e.g., residential areas, parks, rivers, roads). Highlight any connections between your local area and other towns or cities (e.g., twinned towns).</p> <p>What types of features make up our local area?</p> <p>Mapping Local Features Show a simple map of the local area (use Google Maps or a large-scale street map). Discuss what type of map it is and its key features (title, symbols, compass directions). Highlight landmarks and important places from the whole-class discussion (e.g., school, places of worship, shops, parks).</p> <p>What are the key features (special things) about maps? Model how to locate and mark certain features on the map using different colours or symbols (e.g., red for schools, green for parks, blue for shops).</p> <p>Where do we find most of the schools in our local area? Where do we find the parks or shops? Scaffolding: Walk around to support pairs in accurately locating places and using correct geographical vocabulary. Extension: Encourage students to use Google Maps on iPads to find additional places or landmarks in their local area. They can record the street name or provide a description of each place.</p> <p>How do we find and describe important places in our local area? Facilitate a class discussion where students share their maps and discuss which features they think are most important and why.</p> <p>Which features do you think are the most important to our community, and why? How do these places help people in our local area? Conclude by asking students to consider how the local area's features impact their daily lives.</p> <p>How do the places in our local area make our lives better or easier?</p> <p>Have students present their maps and explain why they chose certain places as the most important. Summarize the discussion by reinforcing the idea that the local area's features, such as schools, parks, and shops, are vital for the community's daily life.</p> <p>What would our community be like without some of these important places?</p>	<p>of places can you see in our local area? Can you name some of your favourite places to visit nearby? Why do you like them? How can we describe the different places we see around us? What are some ways to find out more about the places in our local area?</p> <p>What If Question: What if we didn't have certain features (e.g., parks or shops) in our local area? How would that affect our community?</p>
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		<p>Encourage students to think about the importance of maintaining and supporting local features for the well-being of everyone in the community.</p>	
<p>Lesson 2- What can we observe and discover about our local area on a walk?</p> <p>Environment: Exploring and observing the natural and built features in the local area during a walk, noting how they interact and contribute to the local environment.</p> <p>National curriculum: Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Key Questions: What features are most prominent in our local area? How do human and physical features interact in our environment?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Human Features: Buildings, roads, shops, places of worship 	<p>Review the list of human and physical features from the previous lesson.</p> <p>What types of features make up our local area? How can we tell if something is a human or physical feature?</p> <p>Discuss what students expect to see on their walk.</p>	<p>Decide on various 'observation points' where the class can stop, make observations, label their map and discussions can be developed. Label a number of observation points (E.g. 1-10) on the map children will use.</p> <p>Begin by discussing the purpose of fieldwork. Explain that fieldwork helps us learn about our environment by observing it directly. Highlight how it involves looking at both human and physical features and how they interact.</p> <p>Why do we do fieldwork? How does fieldwork help us learn about our environment?</p> <p>Preparing for the Walk: Show students the observation sheet they will use during the walk. Model how to fill it out, emphasizing what to look for (buildings, trees, rivers, etc.). Introduce the draft street map and explain how they will use it to label landmarks. Discuss the journey they are about to take, highlighting potential hazards and features they might see. What types of features do you think we will see on our walk?</p> <p>Conducting the Walk: Take the students on a guided walk around the local area. As you walk, point out significant places, landmarks, human and physical features, and types of land use (e.g., open spaces, businesses, places of worship, housing areas). Students use their observation sheets to note down what they see, either by drawing or writing.</p>	<p>Review enquiry question: What can we observe and discover about our local area on a walk? What interesting things can you find when you go on a walk around our local area? What changes do you notice in our local area when you walk around at different times of the day or in different seasons?</p>



<ul style="list-style-type: none"> • Physical Features: Trees, rivers, parks, open spaces • Observation, • Fieldwork, • route • Environment <p>Sticky Knowledge: Prominent features in our local area include both human features and physical features. Human features are made by people, such as buildings and roads. Physical features are natural, such as rivers and parks. Human and physical features interact by influencing how people live, work, and play in the environment. Fieldwork helps us observe and learn about our environment by exploring it directly.</p>		<p>Scaffolding: Provide prompts and questions to keep students engaged. For example, “What do you notice about this park?” or “How is this building different from our school?” Use Fieldwork Key Word Cards to support labeling on the maps. How do human and physical features in our area interact with each other? What things (human and physical features) can I see in the local area? What kinds of houses and homes are there (and how many can I find of each kind)?</p> <p>Observation and Recording Students use the draft street map or aerial plan to label points of interest during the walk (e.g., School, Library, Playground). If focusing on houses and homes, students complete the Houses and Homes Tally sheet, identifying different types of buildings. Encourage students to slow down and really observe their surroundings, making notes or drawings of what they see, hear, and feel.</p> <p>Scaffolding: For students who might struggle, pair them with a peer or provide a simplified map with fewer observation points. Clarify any unfamiliar terms on the Houses and Homes sheet. If I close my eyes in this place, what can I hear, smell, and feel? What do I like best in the area and what would I change?</p> <p>Post-Walk Reflection Return to the classroom and have students share their observations in small groups. Encourage them to discuss any surprising discoveries and reflect on what they learned about the local environment. What did you discover about our local area that surprised you? Facilitate a discussion on how the human and physical features interact and their importance to the community.</p> <p>Follow-up Activity- Photo Review (Optional): If students took photographs or videos during the walk, review these as a class and discuss what each image shows about the local area.</p>	<p>How do we use our senses to learn about the things we see during our walk? How can we keep track of what we discover on our walk?</p> <p>What if you couldn't see any human features during your walk? What would that tell you about the local area?</p>
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<p>Lesson 3- What types of buildings and places are found in our local area?</p> <p>Space: Observing and categorizing different types of buildings and places around the school.</p> <p>National Curriculum Objective: Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour, and shop.</p> <p>Key Questions: What types of buildings are common in our local area? How do these buildings serve the community?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Residential • Commercial • public spaces • categorization • community • function <p>Sticky Knowledge: Common building types in our local area include residential buildings (homes), commercial buildings (shops), and public buildings (schools, libraries).</p>	<p>Review the observations from the previous lesson. Focus on the buildings and places students recorded.</p> <p>What types of buildings did you notice most during our walk?</p> <p>Were there any buildings or places that surprised you? Why?</p>	<p>Introduction to Building Types: Begin by discussing what buildings are and why they are important. Ask students to think about different buildings they know and what they are used for. Introduce the three main types of buildings: residential, commercial, and public. Show images of a house (residential), a shop (commercial), and a school (public). Discuss the function of each and how they serve the community.</p> <p>What are some examples of residential, commercial, and public buildings you know?</p> <p>Categorizing Building Types Display a set of pictures showing various buildings, such as houses, shops, schools, offices, and libraries. Discuss each image, identifying its type (residential, commercial, or public) and its function. Students work in pairs to sort a set of building pictures into the correct categories: residential, commercial, or public. They can glue these pictures onto a T-chart or similar graphic organizer.</p> <p>Scaffolding: Provide a labelled example or a word bank for students who may need extra support in categorizing.</p> <p>What clues help you decide what type of building it is? (Look at the building's features, such as size, signage, location, and purpose.) Once sorted, pairs discuss why they placed each building in its category. What features helped them make their decisions?</p> <p>Mapping Building Types Provide each student with a simple map of the area around the school. Explain that they will use symbols or colours to represent different building types. Model how to place a symbol (e.g., a small house, a shop icon, or a school symbol) on the map where they think certain types of buildings are located. Work through one or two more examples together as a class, asking students to suggest which symbols/colors to use for specific buildings they know in the area. Students use coloured stickers or draw symbols on their maps to indicate the location of different building types. For example, red for residential, blue for commercial, and green for public buildings. Encourage students to think aloud as they place each symbol, verbalizing their reasoning. For example, "This is a house, so I'll use the red circle because it's a residential building." This reinforces their understanding and decision-making process.</p>	<p>Review enquiry question: What types of buildings and places are found in our local area? What are some examples of buildings you see around our local area? How do different buildings in our local area look different from each other? How can we group buildings based on what they are used for? What can we learn about the people who live in our local area by looking at the types of buildings there?</p>
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<p>Residential buildings are where people live, such as houses and apartments.</p> <p>Commercial buildings are where people work and buy things, such as shops and offices.</p> <p>Public buildings are used by everyone in the community, such as schools and hospitals.</p> <p>Different types of buildings are often grouped together in certain areas to meet the needs of the community. These buildings serve the community by providing places to live, work, shop, and access services</p>		<p>Scaffolding: Provide students with a pre-made key or legend that shows examples of the symbols or colours they will use to represent different building types (e.g., a red circle for residential, a blue square for commercial, a green triangle for public buildings).</p> <p>Provide a simplified version of the map with some of the key buildings already labeled (e.g., the school, a nearby shop, a park).</p> <p>Where are most of the residential buildings located? What about commercial or public buildings?</p> <p>Extension Activity: Encourage students to label or add notes about why certain buildings might be located where they are. For example, “Shops are near the school because students can buy things on their way home.”</p> <p>Discuss as a class how the buildings are spread across the map. Do they notice any patterns? Are some areas mostly residential, while others are more commercial or public?</p> <p>Why do you think certain types of buildings are grouped together in certain areas? How does the location of buildings affect the community? (e.g., convenience, safety, access to services)</p> <p>Groups present their categorized maps and discuss how different buildings serve different needs in the community. They can explain why they think certain buildings are located in specific areas.</p> <p>How do different buildings help meet the needs of people in our community?</p> <p>Wrap up the lesson by reflecting on what students learned about their local area’s buildings. Ask them to think about how different buildings contribute to their daily lives.</p>	<p>What if our community didn’t have a certain type of building (like schools or shops)? How would that change our daily lives?</p>
<p>Lesson 4- What natural features are found in our local area?</p> <p>Environment: Identifying and describing natural features such as parks, rivers, or green spaces.</p> <p>National Curriculum Objective:</p>	<p>Begin by reviewing the previous lesson, asking students to recall the physical features they observed during the walk (e.g., rivers, parks, trees).</p>	<p>Identifying Physical Features</p> <p>Display pictures or short video clips of the physical features observed during the walk (e.g., the local river, park, green space). Ensure each visual clearly shows the feature and its context.</p> <p>Discuss each image, explaining what makes it a physical feature and how it was seen during the walk.</p> <p>Distribute worksheets that feature a range of images, including both physical features (e.g., river, park, tree) and non-physical features (e.g., buildings, roads).</p>	<p>Review enquiry question: What natural features are found in our local area?</p>



<p>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.</p> <p>Key Questions: What physical features can we find in our local area? Why are these features important to the local environment?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Physical features, <p>Sticky Knowledge: Physical features in our local area include rivers, parks, and green spaces. These features are important because they support wildlife, provide recreational spaces, and contribute to environmental health.</p>	<p>Introduce the term <i>physical features</i> and explain that these are natural parts of the environment.</p> <p>What physical features did you see on our walk?</p> <p>Why Are Physical Features Important? Briefly discuss why these physical features are important, such as providing habitats for wildlife and recreational spaces for people.</p>	<p>Students work individually to circle the images that represent physical features based on their observations from the walk.</p> <p>Scaffolding: Model how to circle an image on the board, showing how to distinguish between physical and non-physical features. Provide hints or prompts if students are unsure. For example, ask questions like, Which of these features did we see in the park? or Can you find the image of the river we saw? Which images on your worksheet are physical features from our walk?</p> <p>Mapping Physical Features Display a simple, large-scale map of the local area that includes major landmarks but is otherwise blank (without specific details about the physical features). Point out where the school is located and use the map to recap the route taken during the local area walk. Demonstrate how to add symbols or drawings to the map to represent physical features observed during the walk. For example, draw a tree where there was a park or a wavy line to represent a river. Explain how different symbols can be used to represent different features, and how a key (legend) can help others understand the map. How can we represent the physical features we saw on our walk using symbols on a map? Provide each student with a blank map of the local area, similar to the one displayed, along with a set of symbols or stickers (e.g., trees, rivers, hills). Students work individually or in pairs to place symbols on their maps, marking where they observed different physical features during the walk. Encourage them to refer back to their observation sheets from the walk to ensure accuracy.</p> <p>Scaffolding: Walk around the room to assist students in placing their symbols correctly, guiding them to think about where they observed each feature. If students struggle, offer hints or prompts, such as, <i>Where did we see the river in relation to the school? or Do you remember where the park was?</i></p> <p>Exploring the Role of Physical Features</p>	<p>What natural features can you find in our local area? How do these natural features change with the seasons? How can we describe the different natural features we see? How do natural features help us understand what kind of environment we live in?</p> <p>What if our local area had no physical features at all? How would that change our environment?</p>
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		<p>Discuss with students why each physical feature is important, using examples from the walk. For instance, explain how the local river supports fish, birds, and plants, and how the park provides a habitat for wildlife and a place for people to relax. Provide each student with a mind map template.</p> <p>Students choose one physical feature they observed on the walk (e.g., the river or park) and create a mind map showing how it helps plants, animals, and people. For example, if they choose the river, they might add ideas like "provides water," "home for fish," and "place to play." They can draw pictures or write words to illustrate their ideas.</p> <p>Scaffolding: Walk around the room, offering ideas and encouragement as students work on their mind maps.</p> <p>How does this physical feature that we saw on our walk support life in our area?</p> <p>Guide a class discussion about how the physical features observed during the walk are part of their daily lives. Ask students if they visit the park, see the river, or enjoy the green spaces regularly.</p> <p>Use simple prompts to help students think about the importance of these features in their own lives. Students discuss what might happen if a specific physical feature from their walk (e.g., the river or park) wasn't in the local area. For example, What if the river dried up? or What if the park was built over?</p> <p>What would happen if the physical features we saw on our walk were no longer in our local area? How would that affect us?</p> <p>Invite students to share their mind maps with the class, explaining how the physical feature they focused on supports life in the local area.</p> <p>Celebrate the different ideas and remind students of the importance of protecting these features.</p>	
<p>Lesson 5- Is our local area more like a city or the countryside?</p> <p>Diversity: Comparing features of their local area with urban and rural settings to decide whether it is more city-like or countryside-like.</p>	<p>Review the types of buildings and physical features identified in previous lessons.</p> <p>What types of buildings did we</p>	<p>Discussing Urban and Rural Characteristics</p> <p>Begin by showing pictures of urban areas (e.g., skyscrapers, busy streets) and rural areas (e.g., fields, farms).</p> <p>Discuss the key characteristics of each area, using the images to highlight the differences.</p> <p>What features do you find in a city? What features do you find in the countryside? What makes an area feel like a city or countryside?</p>	<p>Review enquiry question: Is our local area more like a city or the countryside?</p>



<p>National Curriculum Objective: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Key Questions: What makes a place a city or the countryside? Does our local area have more characteristics of a city or the countryside?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Urban • rural, • city, • countryside, • comparison <p>Sticky Knowledge: Cities are characterized by lots of buildings, roads, and people, while the countryside has more open spaces, fewer buildings, and more natural landscapes. Our local area has characteristics of both, but leans more towards an urban environment based on its features.</p>	<p>identify in our local area? Can you name a building that we classified as residential/commercial/public? How do we know if a building is for homes, businesses, or public use? What physical features did we observe during our local area walk? Why are certain physical features important to our local area? How do the buildings and physical features in our area interact with each other? What types of buildings are found near certain physical features, and why do you think that is? Are there more buildings or physical features in our local area? How does this shape our community?</p>	<p>Comparing Urban and Rural Features Show students examples of different features found in urban and rural areas, such as schools, parks, farms, and apartment buildings. In pairs, students use a Venn diagram to compare these features with those in their local area. They will decide whether the features are typical of a city, countryside, or both.</p> <p>Scaffolding: Provide a pre-drawn Venn diagram and model how to place features (e.g., placing "skyscrapers" in the urban circle and "fields" in the rural circle). Guide students by reminding them of the features they observed during their local area walk, helping them decide where to place each feature on the diagram.</p> <p>Does our local area have more features of a city or the countryside?</p> <p>Local Area Comparison Provide groups with an aerial map or images of their local area. Students work in small groups to compare the features of their local area with those of typical urban and rural settings, using their Venn diagrams from Activity 1 to help with their analysis.</p> <p>Scaffolding: Assist students by pointing out specific features on the map that may be challenging to identify. Encourage them to think about where most of the buildings are concentrated, where there are open spaces, and what types of structures they see.</p> <p>Based on our comparison, is our local area more like a city or the countryside? Why?</p> <p>Gather the class and ask each group to share their conclusions about whether their local area is more urban or rural. Discuss as a class how they reached their conclusions, focusing on the balance between urban and rural features in the local area.</p> <p>How would you classify our local area, and why?</p> <p>Reflect on Settlements Briefly discuss different types of settlements (village, town, city) and how students would describe their local area based on the features they've identified.</p>	<p>What things make our local area feel like a city or like the countryside? What are some examples of things you see in our local area that are more like a city or more like the countryside? How can we compare our local area to a city or countryside? What kind of features help us tell if a place is more like a city or the countryside? What if our local area suddenly had even more buildings, roads, and shops? How would that</p>
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		<p>Have students draw something they would find in a city and compare their drawings with each other. Discuss whether they would expect to find these things in their local area.</p> <p>What sort of settlement do we live in? Would you expect to find these city features in our local area?</p> <p>Aerial Map Work Show students an aerial view of their school or home. Ask them to predict what they might see if they looked out the window. Take a moment to look outside and compare what they actually see with their predictions, discussing similarities and differences.</p> <p>What features did you see on the map that are also visible outside?</p>	<p>change the way we live? Discuss how an increase in urban features could impact the community, such as changes in traffic, green space, and noise levels.</p>
<p>Lesson 6- How do we make a map of the local area?</p> <p>Space: Learning to create a map using symbols to represent different features, culminating in a comprehensive map of the local area created by the students.</p> <p>National Curriculum Objective: Use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents, and oceans studied at this key stage.</p> <p>Key Questions: What is a map, and why do we use them? How can we represent different features on a map?</p>	<p>Begin by briefly reminding students of the key features (both human and physical) they identified during the local area walk and previous lessons. Ask them to recall specific examples, such as buildings (human features) or rivers and parks (physical features).</p> <p>What human features did we identify during our local area walk? (e.g., schools, houses, roads)</p>	<p>Discussing the Purpose of Maps Begin by discussing with students why maps are important. Explain that maps help us understand the world around us by showing where things are located.</p> <p>Why do we use maps? How do maps help us find places and understand our environment? What kinds of things can we find on a map?</p> <p>Learning Map Symbols Introduce students to common map symbols used to represent different features. For example:</p> <ul style="list-style-type: none"> ○ Trees or green triangles for parks or forests. ○ Squares or rectangles for buildings. ○ Wavy lines for rivers. <p>Show how each symbol represents a specific feature. Use visual aids like a large poster or interactive whiteboard to display these symbols. Give each student a whiteboard and marker. Ask them to practice drawing the symbols for various human and physical features they might find in the local area (e.g., houses, schools, rivers, playgrounds).</p> <p>Scaffolding: Walk around the classroom to help students who may struggle with drawing the symbols. Model how to simplify more complex features into easy-to-draw symbols.</p>	<p>Review enquiry question: How do we make a map of the local area? <i>What kinds of things should we include on a map of our local area?</i> <i>How can we use a map to find our way around the local area?</i> <i>What steps do we need to take to create</i></p>



<p>Vocabulary:</p> <ul style="list-style-type: none"> • Map, • symbol, • scale, • key, • spatial relationships <p>Sticky Knowledge: Maps are tools that represent places using symbols to show different features. We can represent different features on a map by using specific symbols and creating a key to explain them.</p>	<p>What physical features did we observe in our local area? (e.g., parks, rivers, hills) Explain that today, you will discuss how these features are represented on maps using symbols. How do you think these features might be shown on a map? Why do we use symbols on maps instead of drawing the actual features? How might different maps show the same feature in different ways? If you were creating a map of our local area, what symbol would you use to represent a park? What about a school?</p>	<p>What symbols can we use to represent the different features in our local area?</p> <p>Creating a Map Key Show students a simple map with a map key that explains what each symbol represents. Explain that a map key helps people understand what the symbols on a map mean. Ask students to create their own map key on a piece of paper. They should draw each symbol they practiced and write what it represents next to it. Scaffolding: Provide examples of a completed map key and give students time to create theirs. Offer guidance on how to keep symbols clear and consistent Why is a map key important when creating a map?</p> <p>Drawing the Map Explain that they will use their symbols and map key to draw a map of the local area, placing the human and physical features in the correct locations. Model drawing the map and symbols using the map key. For example, if a park is located near the school, show where the tree symbol should go. Students draw their maps, carefully placing their symbols based on where they think each feature is located. Scaffolding: Provide students with a basic outline of the local area, such as the school and nearby streets Model how to place symbols on the map according to where features are located. Encourage them to think about the local area walk they previously took and where they observed different features. How can we make sure our map is accurate and easy to understand?</p> <p>Sharing Maps: Have students share their maps with the class. Each student or pair can explain the symbols they used and why they placed features in certain locations. What do you notice about the maps? Are there similarities in how we represented certain features? How does your map help someone understand our local area?</p> <p>Reflect on the importance of maps and how they can help us navigate and understand the world around us. Reinforce the idea that maps are useful tools for showing where things are and how they relate to each other.</p>	<p>a map of our local area? How can we make sure our map is easy to understand for others?</p> <p>What if we didn't have maps? How would that affect our ability to explore new places?</p>
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		<p>Extension Activity (Optional): If time allows, students can colour their maps to further distinguish between different types of features (e.g., green for parks, blue for rivers, grey for buildings).</p>	
<p>Lesson 7- What is my local area like?</p> <p>Environment: Exploring and understanding the physical and human features of the local area, including natural landscapes, built environments, and the interactions between them.</p> <p>Key Questions: What human and physical features define our local area? How do the natural and human elements interact to create our local environment?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Features, • interaction, • environment, • community <p>Sticky Knowledge: Our local area is defined by a combination of human features like buildings and roads and physical features like rivers and parks. The interaction between these features creates the environment in which we live, work, and play.</p>	<p>Review the maps created in the previous lesson. Discuss what the maps tell us about the local area.</p> <p>What features did you include on your map?</p> <p>Can you explain why you placed certain features in specific locations?</p> <p>What do the symbols on your map represent?</p> <p>What does your map tell us about the local area?</p> <p>Which features are the most common in our local area— human or physical?</p> <p>Are there any areas on your map where human and physical features interact?</p> <p>How?</p> <p>Did anything surprise you when you created your map?</p>	<p>Reviewing Maps and Features Briefly review the previous lessons, focusing on the exploration and mapping of human and physical features in the local area. Discuss how these features interact with each other, such as parks providing recreational spaces for people. In pairs, students use the maps they created in the previous lesson to discuss the key features of their local area.</p> <p>What are the most important human features in our local area?</p> <p>What are the most significant physical features?</p> <p>How do these features make our local area unique?</p> <p>Invite a few pairs to share their discussions with the class, highlighting the key features they consider most important.</p> <p>Explain that students will create a report about their local area, focusing on the human and physical features they have studied. Distribute a structured report template to each student, including sections on:</p> <ul style="list-style-type: none"> ▪ Introduction: Briefly describe the local area. ▪ Human Features: List and describe key human features (e.g., schools, shops, houses). ▪ Physical Features: List and describe key physical features (e.g., parks, rivers, hills). ▪ Interaction: Explain how these features interact (e.g., parks providing green space for people). ▪ Conclusion: Reflect on what makes the local area special and unique. <p>Scaffolding: Provide a brief model or example of how to complete one section of the report. Offer sentence starters or key phrases for students who need additional support (e.g., "The park is important because...").</p> <p>Students complete their reports using the knowledge gathered from previous lessons and the maps they created.</p>	<p>Review enquiry question: What is my local area like? How would you describe our local area to someone who has never been here before? What are some special things about our local area that make it unique? How can we use pictures and words to describe what our local area is like? How can we compare our local area to other places we know about?</p>



	<p>How does your map compare to what we saw during our local area walk?</p> <p>What areas on your map do you think are the most important in our community? Why?</p> <p>Based on your map, how would you describe our local area to someone who has never been here?</p> <p>What might be missing from your map that could give us an even better understanding of the local area?</p>	<p>How do the human and physical features in our area work together to create our environment?</p> <p>Support for Students Working Significantly Below Year Level: Provide a simplified report template with pre-filled options or sentence starters. Allow them to draw or use pictures to represent human and physical features instead of writing full sentences.</p> <p>Presenting Findings Demonstrate how to present a summary of the report to the class, focusing on key points. Students present their reports to the class, explaining the key human and physical features and their interactions.</p> <p>What makes our local area special?</p> <p>How do these features make our local area unique?</p> <p>Students present their reports or presentations to the class. Summarize key points from the presentations, reinforcing how human and physical features contribute to the uniqueness of the local area.</p>	<p>What if the balance between human and physical features in our local area changed significantly (e.g., more buildings or more green spaces)? How would that impact our environment?</p>