



# Pinner Wood School



Year Group	1	Term	Autumn 1	Subject	Geography	Topic	Our Local Area
						Key Question	What is in our local environment?
Prior Learning and other Curriculum Links	Reception: Recognises some environments that are different to the one in which he/she lives Draw information from a simple map					Skills statements	<ul style="list-style-type: none"> <li>Ask simple geographical questions e.g. What is it like to live in this place?</li> <li>Use simple observational skills to study the geography of the school and its grounds</li> <li>Use simple maps of the local area E.g. large scale, pictorial etc.</li> <li>Use locational and directional language (E.g. near and far; left and right) to describe the location of features and routes</li> <li>Make simple maps and plans E.g. pictorial place in a story.</li> </ul>
Fundamentals	<ul style="list-style-type: none"> <li>Make simple maps and plans</li> <li>Investigating our local area looking at homes and how some places are linked to other places e.g. roads, trains</li> <li>Describe seasonal weather changes now about some present changes that are happening in the local environment e.g. at school</li> </ul>					Key Facts/Sticky Knowledge	<ul style="list-style-type: none"> <li>Urban areas are busier places and rural places are quiet places</li> <li>Human features are made by humans and natural features created by nature</li> <li>Pinner is our local environment</li> <li>We use a map to get to different places</li> <li>A map uses symbols to guide us</li> </ul>
Our Curriculum Journey	<p><b>Stunning Start:</b> The children will take part in a Now Press Play experience.</p> <p><b>Journey:</b> The children will start their topic by discussing and noticing the differences between rural and urban areas. The children will also explore some rural and urban places in England and discover what settlement they live in. The children will then learn about some human and physical features and will explore the outside of the school grounds and identify some of the features that they see, using a clipboard and tally chart. To further their understanding of their local environment, the children will take a walk around their local area and will be introduced to a map to guide their way. On the walk, the children will be encouraged to talk about urban and rural areas and discuss any human or physical features that they see along the way. Once the children have explore their local environment, they will write a recount of their journey around the environment writing, including lots of key vocabulary and facts that they have learnt. Then the children will look at other types of maps, including an ordnance map and explore some symbols used. The children will walk around the inside of the school to identify some symbols, using a map to guide them. Finally, the children will create their own map of their local environment, using symbols, drawings and labelling. This map will then be used as a showcase.</p>						

	<p><b>Showcase:</b> Every class makes their own map of a part of the local area. All 3 classes will then create a large map which will be labelled and coloured.</p>		
<p><b>Key Vocabulary (revisited)</b></p>	<p>Map, Pinner Wood School, Pinner, places, building</p>	<p><b>Key Vocabulary (new)</b></p>	<p>Human and physical features, map, house, street, local, Pinner, places, urban, rural, building</p>