Y1 – Our local park – What is at our local park? How do people get there? Lesson 1

Lesson	1 of 3

National Curriculum links

NC KS1:
Pupils will:
- 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

Key lesson question	Where is our local park, and how do people get there?

Learning objective

I can identify where my local park is on a map. I can plan a route from my school to the local park.

Resources

- lesson presentation (PPT)
- letter from Jahan
- practical activity ideas and resources
- activity worksheets
- map of your local area
- compasses

Teaching input

- **Geographical knowledge and concepts** – Read the key question and the geographical knowledge and concepts we will use to answer it.
- **What is at our local park? How do people get there?** – The slide shows the lesson questions the children will answer in this unit. The current lesson's question is highlighted.
- **Key vocabulary for this lesson** – Go through the key vocabulary and their definitions. Encourage children to repeat each word ensuring correct pronunciation. Have any of the children heard these words before? Did they already know their meanings?
- **Place** – Introduce Jahan. Read what he has to say about place.
- **Request for help!** – Choose a child to be Jahan and let them read what he says about the task. Present Jahan's letter to the children. You can have the letter 'delivered' by another member of staff, have the letter ready in the class or display it on the interactive whiteboard. Share the letter with the children.
- **What is a route?** – Explain to the children that before visiting their local park to gather information to help Jahan, they must first plan a route, so they know how to get there. Ask the children to look at the aerial image on the slide and discuss the questions displayed with their learning partner, in groups or as a class. Encourage the children to use the sentence starters to support their discussion. Take feedback from the class before the answers are revealed on the following slide. Read through the 'New word alert!' box and its definition.
- **What is a compass?** – Share the image of a compass with the children. Explain that using a compass can be useful when using a map and following a route. Ask the children to look at the compass and discuss the questions on the slide with their learning partners, in groups or as a class. Encourage the children to use the sentence starters to support their discussion. Take feedback from the class before the answers are revealed on the following slide.
- **Compass exploration** – Over these three slides, children will explore compasses. They will first look carefully at the map and discuss Jahan's question with their learning partners, in groups or as a class. Encourage the children to use the sentence starter to support their discussion. Take feedback from the class before the answer is revealed on the following slide. Children will then work in pairs, small groups or as a whole class to use a compass, finding each cardinal point and the direction within their classroom, discussing what they can see.
- **Directional language** – Explain to the children that another way to describe a route is to use directional language. Ask the children which word can be used to describe the direction of each arrow (a-d). They can discuss this with their learning partners, in groups or as a class. Take feedback from the class before the answers are revealed on the following slide.
- **Activity 1** – Introduce the game to the children. Children are to direct each other to different locations in the classroom. Children should choose a 'Point A' (a place to start) in the classroom and direct their partner using directional language.
- **Can you plan a route?** – Ask the children to look at the map on the slide and discuss the questions displayed with their learning partner, in groups or as a class. Encourage the children to use the sentence starters to support their discussion. Take feedback from the class before the answers are revealed on the following slide.
- **Activity 2** – The teacher must insert a map of the local area, including the park, on the activity worksheets. Children will work together to plan a route to their local park, using string to practise and then a coloured pencil to mark the route on their map. Children should answer the questions about how they can travel to the park and add their school and park to their map key.
- **Challenge** – Children are to discuss and answer the question with their learning partner. Take feedback from the class before the answers are revealed on the following slide.

Main activity

Children will work together to plan a route to their local park, using string to practise and then a coloured pencil to mark the route on their map. Children should answer the questions and add their school and park to their map key. Adapted worksheets are available in the lesson resources.

Challenge

Children are to discuss and answer the question - Is the quickest route always the best route to take? Why?

Cumulative quiz questions

1. True or false? A route is a way to travel from one place to another.
2. Use the word bank to label the missing compass directions.
3. Complete the sentence. A map key shows what the _____ on a map mean.

Self-assessment

- I can locate my school.
- I can locate my local park.
- I can use directional language.
- I can plan a route to my local park.

Key vocabulary

direction - the way something or someone moves or faces
map - a diagram showing where places are located and their features