Year 1 – Our school grounds

Do our school grounds support plant life? — Lesson 3

Lesson	3 of 3

Learning objective

I can use directional language, maps and compass directions.

National Curriculum links

NC KS1:
Pupils will:

- be taught to 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	How can we share the locations in our school where we would encourage plant life?

Resources

- lesson presentation (PPT)
- aerial photograph of school grounds with plant life marked used in previous lesson
- practical activity ideas
- stop and jot worksheet
- word mats
- compasses
- tablets/talking tins/voice recording devices

Teaching input

- **Geographical knowledge and concepts** – Read the key question and the geographical knowledge and concepts we will use to answer it.
- **Do our school grounds support plant life?** – 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?
- **Geographical skills and fieldwork** – Introduce Jahan. Read what he has to say about maps, compasses and geographical skills. Share the new word alert.
- **Let's discuss** – Share the fieldwork cycle with the children and explain that we are at the 'present' stage. Children are to 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 revealing the answers on the following slide.
- **Directions** – Read through the information on the slide. Explain what directional language is. Children are to work with their learning partners or in groups to list as many words that can be used to describe a direction as they can (they could do this verbally or on whiteboards). Take feedback from the class before the answers are revealed on the following slide.
- **Let's discuss** – Read through the information on the slide. Explain how a compass can be used to help find a location. Share the new word alert. Children are to discuss the questions on the slide with their learning partners 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. Go through the ways that the children can remember the cardinal points.
- **Using a compass** – Read through the information on the slide. Explain that a compass has a needle that moves around a dial and always finds north. If available, use compasses for children to explore. Allow children time to locate north. (If no compasses are available, a compass App can be used as an alternative.) Once north has been located, ask the children to problem-solve where the other directions are.
- **Stop and jot** – Read through the information on the slide. Children are to complete the tasks on their stop and jot worksheets.
- **Sharing your findings** – Read through the information on the slide. Using the aerial photographs of the school grounds they had marked in the previous lesson, children are to work with their learning partners and use directional language to direct their partners to different locations on the school grounds where they had previously found locations where plant life could be encouraged. Children can use the word mats to support their use of vocabulary.
- **Activity** – Children are to record themselves saying the directions to the locations. You can use any device suitable, such as talking tins or tablets. These recordings can then be shared with the headteacher. Photos, recordings, videos or annotations can be used to evidence the children's work.
- **Challenge** – Children are to consider the question and discuss their ideas with their learning partner. Encourage the children to explain their reasoning using the sentence starters to support them. Take feedback from the class before revealing possible answers on the following slide.

Main activity

Children will verbally share and record the directions to locations on the school grounds where new plant life can be grown, using directional language. Word mats can be found in the lesson resources to support this activity.

Challenge

Children are to discuss: What would happen if someone used the wrong directions? How could we help them?

Cumulative quiz questions

7. Which words can use used for giving directions?

a) blue, green, red b) up, down, left c) jump, skip, hop

8. What are the four cardinal directions?

9. Which direction does the needle on a compass always point?

a) south b) north c) right

Self-assessment

- I know what a map is.
- I know what a compass is.
- I know the four cardinal directions.
- I can use directional language.
- I can share a location using directions.

Key vocabulary

direction – the way something or someone moves or faces
present – to share information clearly, using words, pictures, graphs or other methods so others can understand it

map – a diagram showing where places are located and their features