

# Y1–The world and my school – Where in the world do I live? — Lesson 2

Lesson	2 of 6	National Curriculum links	Key lesson question	Where is my school on the street?
Learning objective		<b>NC KS1:</b> <b>Children will:</b> <ul style="list-style-type: none"><li>● use basic geographical vocabulary to refer to key physical and human features.</li></ul>	Resources	
I can use a map and aerial view to locate my school and describe its human and physical features.			<ul style="list-style-type: none"><li>● lesson presentation (PPT)</li><li>● activity worksheets</li><li>● camera or tablet device</li><li>● stop and jot worksheets</li><li>● practical activity ideas</li><li>● maps/photos of the school and surrounding area</li><li>● Google Maps</li></ul>	

## Teaching input

- **Geographical knowledge and concepts** – Go through the key question and the geographical knowledge and concepts used to answer the questions.
- **Where in the world do I live?** – Go through the overview of the unit looking at the key question addressed in each lesson.
- **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 Allisandra. Choose a child to be Allisandra and let them read through what she says about 'Place'.
- **What is a bird's eye view?** – Introduce Attia and Elijah. Read through their definitions of what they think a bird's eye view is. Children should discuss which child they agree with in 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 answer is revealed on the following slide.
- **Human and physical features** – Share information about what features are, including both human and physical features. Watch the video to support the explanation.
- **Human features** – Children are to discuss the question 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.
- **Physical features** – Children are to discuss the question 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.
- **Aerial photo of your school** – Introduce Allisandra. Choose a child to be Allisandra and read what she says about aerial photos. Children are to find their school on a map or Google Earth. They are then to discuss Allisandra's 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.
- **Street names** – Introduce Warwick. Choose a child to be Warwick and read through what he says about street names. Share the images of street signs. Explain that streets/roads have names used to help people find them. Explain how sometimes the street name will give information about a feature on the street, e.g. 'Church Street'.
- **Which street is your school on?** – Choose a child to be Attia and read through what she says about streets. Children are to use a map or Google Earth to answer Attia's 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.
- **What is your school's address?** – Choose a child to be Allisandra and read what she says about addresses. Explain to the children how an address is used to help people find the school in their town. Show the children the school address.
- **Stop and jot 1** – Introduce Jahan. Choose a child to be Jahan and read the task. Copy an image of a map of your school and local area and ask children to use their stop and jot worksheets to record the features they see.
- **Activity** – Children are to record information about their school, including the school's street name and the human/physical features they have located on their activity worksheets – adapted in three ways.
- **Challenge** – The children are to discuss the question with their learning partners, in groups, or as a class. Take feedback from the class.

## Main activity

Children are also to record information about their school, including the school's street name and the human and physical features they have identified on their Activity worksheets. The task is adapted in three ways to support varying levels of ability.

## Challenge

Thinking about everything you've learnt today, which human or physical features would you add or change on your street to make it better?

Cumulative quiz questions	Self-assessment	Key vocabulary
Highlight the physical features. Why are street names useful?	<ul style="list-style-type: none"> <li>• I can use a map to locate my school.</li> <li>• I can recognise human/physical features in and around my school.</li> <li>• I know where my school is.</li> <li>• I can name the street my school is located on.</li> </ul>	<b>address</b> – the number of the house, name of the road, and name of the town where a person lives or works and where letters can be sent <b>find</b> – to look for something and see where it is <b>street</b> – a public road in a city, town or village, usually with houses and buildings on one or both sides
		<b>above</b> – in a position over something or higher up than it