

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

Geography – Y1 – Lesson 1

Geographical Knowledge and Concept

Locational Knowledge, Place Knowledge and Human Geography
Place, Space and Scale

Resources

- PPT
- Differentiated worksheets
- Challenge worksheets
- String and coloured pencils
- Letter from Jahan
- Access to Google Maps
- Map of your local area, including your local park
- Floor robots such as BeetBots or alternative

Teaching Input

- **What is at our local park, and how do people get there?** – Go through the key questions and the geographical knowledge and concepts used to answer those questions.
- **Key vocabulary for this lesson** – Go through the key vocabulary and their definitions. Have any of the children heard these words before? Did they already know their meanings?
- **Pre-assessment mind map** – The children are to use the mind map on their pre-assessment worksheets to write down everything they already know about their local park. They can write keywords, sentences and facts or draw pictures and diagrams. Take feedback from the class.
- **Request for help!** – Introduce Jahan. 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 staff member, have the letter ready in the class or display it on the interactive whiteboard. They are to be given time to try to read it before the teacher reads it to them.
- **Routes** – Explain to the children that they must plan a route to visit their local park where they will gather information to help Jahan. Ask the children to look at the map on the slide and discuss the questions displayed on the slide with their learning partners, in groups or as a class. Take feedback from the class before the answers are revealed on the following slide.
- **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 displayed on the slide and discuss the questions on the slide with their learning partners, in groups or as a class. Take feedback from the class before the answers are displayed on the following slide.
- **Compass exploration** – Explain that a compass will always point north. Children should look at the map carefully and discuss Jahan's question with their learning partners, in groups or as a class. Take feedback from the class before the answers are revealed on the following slide. Children are to discuss the question on the next slide with their learning partners, in groups or as a class. Take feedback from the class before the answer is revealed on the following slide.
- **Directional language** – Share with the children that another way to describe a route is to use directional language. Ask the children which words can be used to describe the direction of the arrows. 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.
- **Directions game** – 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 their classroom and direct their partner using directional language to reach a 'Point B'. Children are to take turns.
- **Fieldwork** – Introduce Allisandra. Choose a child to be Allisandra and let them read what she says about fieldwork.
- **Using Google Maps** – Watch the video to explain how to use Google Maps. Children should be given time to explore using Google Maps to locate their 'Point A' (their school) and their 'Point B' (local park.)
- **Activity 1** – The teacher must insert a map of the local area and park on the activity 1 worksheet. Children should use the knowledge they have gained to plan a route to their local park on their activity 1 worksheet. Using a coloured pencil, children should mark their route on the map. Children should add their school and the park to their keys. Before the children record on their worksheet, they can use lengths of string to practise finding the best route.
- **Challenge** – Children are to use floor robots, or an alternative, to plan a route in their classroom and write the directions for a friend to follow on their challenge worksheet.

LA

I know where my local park is.

MA

I can locate my local park on a map.
I can use technology and maps to plan a route to my local park.

HA

I can locate my local park on a map.
I can use technology and maps to plan a route to my local park.
I can use directional language to describe where my local park is.

Challenge

Children to use floor robots, or an alternative, to plan a route in their classroom and write the directions for a friend to follow.

Self-assessment

I can locate my local park.
I can use maps to find my local park.
I can plan a route to my local park.

Key Vocabulary

compass – a tool used to help find directions
directions – the path that something takes to reach a place
fieldwork – when you go outside and discover things about a place

local area – the place where you live
map – a diagram showing where places are located and their features
route – a way to travel from one place to another.

Assessment Questions

Where is my local park?
What is a compass?
What is a route?
How can I travel to my local park?
What is the best route?
What is fieldwork?