



The World and My School

Geography – Y1 – Lesson 1



Geographical Knowledge and Concepts

Locational Knowledge and Place Knowledge
Space, Place and Scale

Resources

- PPT
- Differentiated worksheets
- Challenge worksheets

- Camera or tablet device
- Stop and jot worksheets

- Messy map materials (blocks, Lego, boxes, tubs, string, beanbags)

Teaching Input

- **Where is my school?** – 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** – Children are to complete the mind map on their pre-assessment worksheets - recap prior learning. Take feedback from the class and make a class mind map of ideas.
- **What can you see in your classroom?** – Introduce Angie. Ask the children to tell you things they can see in the classroom. Ask them to go and stand in the home corner/maths area/investigation area etc. They can do this with their learning partners, in groups or as a class.
- **I Spy** – Play 'I Spy' to encourage the children to observe their classroom and notice the layout.
- **What is a bird's eye view?** – Introduce Jahan. Read through what he says about a bird's eye view. Discuss the questions on the slide with their learning partners, in groups or as a class. Take feedback from the class.
- **Stop and jot 1** – Explain that an aerial plan is a drawing that shows a small area or a building. It is useful because it tells us exactly where things are on the ground. Children are to use the classroom map on their stop and jot 1 worksheets to label the things they can recognise. On the following slide, look at the labels and see if they are the same things the children recognised. Children can add any labels of things they didn't already include. Did they label anything else?
- **Messy maps** – Explain what messy maps are; "Messy maps are maps created out of lots of different materials." Explain that they are going to create their own messy maps. Discuss the items they can use to create their maps. Demonstrate using a large piece of paper and items to create a plan for their classroom. Remind the children that it needs to be from a bird's eye/aerial view and look like they are looking from above. Remind the children it must include the important parts of the classroom. Take feedback from the class.
- **Activity 1** – Children are to use their activity 1 worksheet to draw an aerial plan of their classroom and write one thing they like about their messy map and one thing they would change if they did it again – differentiated in three ways.
- **Challenge** – Children are to create a pictogram on their challenge worksheets.

LA

To create a bird's eye view messy map of my classroom.

MA

To create a bird's eye view messy map of my classroom and begin to make some evaluations.

HA

To create and evaluate a bird's eye view messy classroom map and create an aerial plan of my classroom.

Challenge

Children are to use the knowledge they have gained to create a pictogram.

Key Vocabulary

atlas - a collection of maps in book form

aerial view - a view from above (usually a photograph)

aerial plan - a drawing of a view from above

bird's eye view - a view of an area from above

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

messy map - a map created from different materials

plan perspective - a drawing of an indoor area, usually from above

Self-assessment

I can create a messy map of my classroom. I can create an aerial plan of my classroom. I can say what an aerial view is. I can say what a bird's eye view is. I can discuss the important parts of my classroom.

Assessment Questions

What is an aerial view? What is an aerial plan? What is a bird's eye view? What does my classroom look like from an aerial view?

