

Let's Investigate our Place

Steps for Learning 5

Geography KS1



Let's Investigate our Place: Steps for Learning 5

Geography

Key Stage 1

Key Questions

- what is this place like?
- what happens here?
- what kinds of human/physical features are found?

Learning Outcomes

- to make observations about the local area
- to use maps and local knowledge to plan a safe and feature-packed route
- to collect data through surveys and photographs
- to communicate observations and findings

Curriculum Links

Purpose and Aims

- interpret maps
- communicate geographical information, through maps, data and writing

Human and Physical Geography

- use basic geographical vocabulary

Geographical Skills and Fieldwork

- use simple fieldwork and observational skills to study the geography of the local area

Big Ideas

- place
- space
- scale
- interconnections

Formative Assessment Opportunities

- similarities and differences
- vocabulary choice



Key Vocabulary

Map. Scale. Physical Geography. Human Geography. Features. City. Town. Village. North. South. East. West. Place. These are also on previous Steps for Learning.

Connections. Landmarks.

These can also be found at the end of this PDF in printable format for your working wall.

Resources

- paper and clipboards
- local area maps
- environmental surveys
- cameras
- display materials

Activities

1. Study maps of the local area (Google Maps, Google Earth and Ordnance Survey provide a good starting point) and pick out some of the human and physical features. Provide print-outs of your local area map and ask pupils to annotate these features on their map.
2. Plan a route to pass as many local 'landmarks', examples of human and physical geography, as possible. This can be in small groups or as a whole class. Travel the route using Google Earth and identify any potential threats and challenges on the route, for example: road crossings, physical barriers (rivers etc). As a class, discuss how these might be mitigated against; this might involve a change to the route and will definitely inform any risk assessment documentation.
3. Before setting out on the physical exploration ask the children to predict what the noise levels, litter, greenery etc is like. Once the walk is complete discuss how the predictions and findings matched. What might account for any differences? Often we base perceptions on a single visit. Is this a good idea? Carry out the walk. Stop in three predetermined locations for pupils to carry out a N, S, E and W observation, group soundscape (as practiced in Steps for Learning 2) and an environmental survey (as practiced in Steps for Learning 4). This survey is also on page 5 of this PDF.



4. Throughout the route, or on a subsequent walk, ask the pupils to take images of human and physical features as well as active people (for example dog walker, cyclist, driver, shopper, jogger etc).
5. On return to school discuss the three locations. How and why are they different? Might any of them change over time (minutes, hours, days, weeks, years)? How do they compare to data collected at school?
6. Create a wall display with the pupils, centred around a map showing the route. Use the photos taken, data collected and thoughts of the children. Do they think the images matched what they saw? Or did they only take photos of the 'nice' bits. Ask: 'Do you think that people generally take pictures of the ugly or attractive bits?' Why is that? Does that mean that we see the world as it really is?

PowerPoint Presentation

The accompanying PowerPoint presentation supports this lesson with visual prompts. The slides are as follows:

- Slides 1 and 2 introduce the lesson.
- Slide 3 supports the planning of your local route.
- Slide 4 explains what a landmark is, and that it is an example of physical and human geography.
- Slide 5 asks children to identify whether two landmarks are examples of physical or human geography.
- Slide 6 explains that you will be stopping at three places to carry out your observations.
- Slide 7 sets up planning your route.
- Slide 8 explains that the children will be carrying out N, S, E and W observation, group soundscape and an environmental survey.
- Slide 9 shows three very different locations. However, if possible, you may wish to replace these images with images taken of the three locations on your walk. You can use this slide to discuss the differences in the locations.
- Slide 10 closes the lesson.



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Environmental survey

Name of location:

Noisy				Quiet
Dirty (litter)				Clean (no litter)
No colour				Colourful
No plants or trees				Lots of plants or trees
Not safe to play				Safe to play



Let's Investigate our Place: Keywords Flashcards



Map

Scale

**Physical
Geography**

**Human
Geography**

Features

City

Town

Village

North



Let's Investigate our Place KS1: Keywords Flashcards



South

East

West

Place

Connections

Landmarks



Connections



Landmarks

