

Let's Investigate our Place

Steps for Learning 7

Geography KS1



Let's Investigate our Place: Steps for Learning 7

Geography

Key Stage 1

Key Questions

- what is this place like?
- what kinds of human/physical features are found?
- who decides and manages change?

Learning Outcomes

- to make observations and plot locations on a map
- to recognise physical and human features of the landscape and their significance
- to form and justify opinions based on application of knowledge

Curriculum Links

Purpose and Aims

- deepen understanding of interaction between physical and human processes

Human and Physical Geography

- use basic geographical vocabulary

Geographical Skills and Fieldwork

- use aerial photographs and plan perspectives

Big Ideas

- space
- environmental impact

Key Vocabulary

Physical Geography. Human Geography. Observation. Environment. Location.
These are also on previous Steps for Learning.

River.

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



Resources (on Slide 15 of the PowerPoint and in the accompanying Word document)

- satellite image of school
- letter
- local map with development marked on
- worksheet to accompany Activity 2 (on page 5 of this PDF)

Activities

1. Think back to Steps for Learning 1 and what pupils saw through the various windows as well as the work they did in Steps for Learning 3 on the 'landmarks' that they found around the school. Ask the children, why are things where they are? For example, why is the bench where it is? What about the climbing frame, the bin or the car park? Beyond the school gates, what about the zebra crossing, street light, bus stop, etc?
2. Show the children a zoomed-in Google Earth shot of your school (replace the image on slides 8 to 14 of the PowerPoint presentation with one of your school) and ask in which grid square they would place a bench and why. Then ask the children where they would place the other items referred to on the PowerPoint presentation. Put them in small groups to decide where they would place each item. The children can fill in the worksheet on page 6 of this PDF. Re-join as a class and discuss: What if they were only allowed to have one item in each square and the whole class had to agree? Who would/should make the decisions at school? Would adults place things in the same places as children? Why might there be a difference?
3. Broaden the scale: why is the school situated where it is? What does a school need? You can draw out from the children that a school needs children, and should be in or near a residential area. Look at maps of the local area and choose some human features. Discuss why they might be 'placed' where they are. Are there any connections between human features such as houses and services? What about human and physical features? For example, are most settlements near rivers? Why?



4. Share a letter from an imaginary city planning board. It is on slide 15 of the PowerPoint presentation and is also in the accompanying Word document, so that you can adapt it to make it fit your local area, and then replace your adapted letter on the PowerPoint. This letter states that the planning board has received lottery funding for a new playground and park area and is considering the position indicated on the map. Slide 16 displays an example map. You can create a similar map for your area, ensuring that the proposed position for the playground is inappropriate, for example that it straddles a busy road or that there are other obvious obstacles. In groups, get the children to study the map of the local area to decide whether this would be a good location or not. If not, where might they suggest as an alternative?
5. Ask the children to create a short video in response. They should explain why the current location is not ideal; they might consider workarounds or make suggestions for an alternative location. They should go on to justify why their preferred choice is a good option. They should be encouraged to use the maps, pictures and satellite images as part of their presentation.

PowerPoint Presentation

The accompanying PowerPoint presentation supports Activities 1, 2, 3 and 4 of this Step for Learning. The slides are as follows:

- Slides 1 and 2 introduce the lesson and the learning outcomes.

Activity 1

- Slide 3 asks if children remember looking through the windows in Steps for Learning 1 (via Windows Swap), and they remember finding landmarks in Steps for Learning 3. These questions then lead to a classroom discussion as to why things are placed where they are.
- Slides 4 to 7 show a series of objects (bench, climbing frame, zebra crossing and streetlights). You can use each slide to discuss the positioning with the children. You could add or replace your own images, if that is more pertinent to your local area.



Activity 2

- Slides 8 to 13 feature school grounds within a grid. You will need to replace this image with an image of your own school (you can use Google Earth). Instructions for how to retain the gridlines are supplied in the notes section of Slide 8. Use each slide for a classroom discussion as to where the children would place:
 - a bench
 - a playground
 - an AstroTurf pitch
 - a snack shop
 - a swimming pool
 - a vegetable patch

These slides can be used with a classroom discussion, and children can also fill in their worksheet.

Activity 3

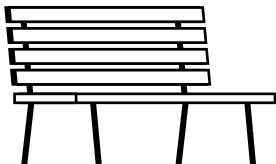
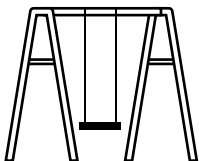
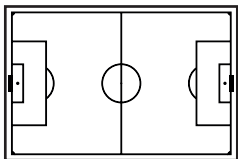
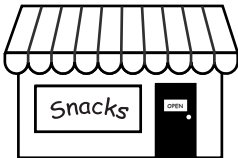
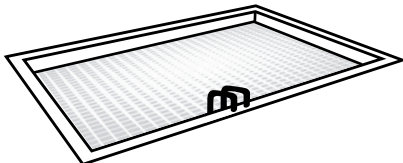
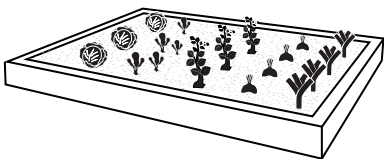
- Slide 14 shows the school without grid lines, and introduces the classroom discussion: why is the school where it is?

Activity 4

- Slide 15 shows the letter from the city planning board (which you may have replaced with your own).
- Slide 16 shows the map with the inappropriate placing of the playground. Again, you may have replaced this slide with your own map. This can be displayed during the group working.
- Slide 17 is the closing slide.



Where would you place....?

Name	Grid reference: Letter	Grid reference: Number
 A bench		
 A playground		
 An AstroTurf pitch		
 A snack shop		
 A swimming pool		
 A vegetable patch		



Let's Investigate our Place KS1: Keywords Flashcards



**Physical
Geography**

**Human
Geography**

Observation

Environment

Location

River





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