

Let's Investigate our Place

Steps for Learning 8 (Extension)

Geography KS1



Let's Investigate our Place: Steps for Learning 8

Geography

Key Stage 1

Key Questions

- Where do people get their water, food, shelter, electricity and other services?
- What jobs are carried out? What happens here? How do people travel around?
- How does place change with scale?
- What is a settlement?

Learning Outcomes

- to understand some of the reasons for choice
- to consider why places are as they are and some of the challenges to change them
- to create a map with a key

Curriculum Links

Purpose and Aims

- inspire in pupils a curiosity and fascination about the world

Place Knowledge

- understand geographical similarities and differences

Human and Physical Geography

- use basic geographical vocabulary

Geographical Skills and Fieldwork

- devise a simple map; and use and construct basic symbols in a key

Big Ideas

- environmental impact
- space
- interconnection

Formative Assessment Opportunities

- maps with keys
- opinion making



Key Vocabulary

Map. Scale. Symbol. Key. River. City. Town. Village. These are also on previous Steps for Learning.

Forest. Hill. Mountain. Business. Farm. Office. Harbour. Population. Shop. Slope. Stream. Valley. Soil. Vegetation.

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

Resources

- paper, crayons and modelling items
- optional: The book, [You Choose by Nick Sharratt & Pippa Goodhart](#)
- optional: The [YouTube version of You Choose](#)

Activities

1. Discuss where pupils might like to live, and then discuss:

- what might their houses be like?

Encourage children to be as creative and imaginative as they like - a Ferris wheel in the back garden that can carry you up to a bedroom window or a slide leaving the bedroom window down to a heated pool in the garden!

But then reign them in thinking about the challenges (financial, spatial, engineering etc) and safety issues with some of the ideas.

- what food will be there? You can link this discussion to where food is grown and then to shops.
- how will people travel? You can link this discussion to roads, walking, taking the bus or driving. Or rail travel.
- what people will wear in different places and at different times of the year.
- what jobs will people do?

Slides 3 to 19 on the accompanying PowerPoint (listed on the final page) can be used to support this discussion.

You could also use the book, *You Choose* by Nick Sharratt and Pippa Goodhart.

http://www.nicksharratt.com/books/other_authors/you_choose.html

Or you could use the video of *You Choose*.

<https://www.youtube.com/watch?v=sYdcarT3K7A>

You may choose to skip a couple of the pages.



2. Class discussion: What settlements need to make them good places to live. What would the children have in their settlement if they could choose? The children should draw on their experiences over the previous Steps for Learning as well as their own broader life experiences. Slides 20 to 25 on the accompanying PowerPoint (listed overleaf) can be used to support this discussion.

3. Encourage children to think about how they would like to organise their city/town/village. Explore questions such as:

- what needs to go on the map?
- what kind of housing will they create?
- what will the transport connections be like?
- how will they make it safe and environmentally friendly - should there even be cars?!
- how will power be generated? Think sustainable, such as wind turbines or solar power, rather than nuclear. You may need to provide some explanation to this age group, but many will have heard about the environmental issues surrounding power generation. What kinds of entertainment will there be? For example, theme parks, bowling alleys, cinema, play places, etc.

The class could be split into groups, with each group discussing their ideas among themselves before feeding back to the class.

4. Together, explore the overall vision of the children's ideas and designs. Ask further questions to deepen their knowledge and thought-process, for example:

- could their 'settlement' be created to be car-free?
- could it be self-sufficient in terms of clean water and food?
- maybe it could be the most entertaining, child-friendly and exciting city in the UK...the world...the universe?

5. Ask the children to create a simple map of a place. This might be a settlement or a landscape of their own design. Ask them to think about the houses, shops and infrastructure needed. They should use symbols and a key to represent key features (which they practised in Steps for Learning 3).

6. Pupils could create a 3D version of their place using blocks, old boxes etc.



PowerPoint Presentation

The accompanying PowerPoint presentation has 27 slides, which support the learning outcomes as follows:

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

Supporting Activity 1

- Slides 3 to 5 ask where the children would like to live: a town, village or city.
- Slides 6 to 14 look at the different types of homes and which are more likely in towns, the country and the city.
- Slide 15 looks at where most of us get our food (local shops, supermarkets, farmers' markets).
- Slide 16 explains that almost all food is produced in the countryside.
- Slide 17 asks how we travel, and features walking, a bus and a car. You can also widen this discussion to bikes, trains, trams, or any other mode of transport relevant to your area.
- Slide 18 asks whether we would wear the same clothes in summer, winter, on rainy or sunny days.
- Slide 19 asks what jobs people will do, features three images and points out that there may be jobs when the children grow up that we don't even know about yet. You may want to add or replace images depending on your children's environment and life experiences.

Supporting Activity 2

- Slides 20 to 24 feature a selection of places to prompt the discussion as to whether they might be good places to live in: beach, hill and valley, forest and mountain. Each slide asks what might be good and what might be difficult about each location. You can use this to prompt thoughts about the environment, for example, would we want to cut down the forest? It might be very hard to live on a high, snow-bound mountain!
- Slide 25 continues this discussion, but lightens the lesson by featuring an active volcano.

Remaining activities

- Slide 26 can be displayed for the remaining activities.
- Slide 27 is the closing slide.



Let's Investigate our Place: Keywords Flashcards



Map

Scale

Symbol

Key

River

City

Town

Village

Forest



Let's Investigate our Place: Keywords Flashcards



Hill

Mountain

Business

Farm

Office

Harbour

Population

Shop

Slope



Let's Investigate our Place: Keywords Flashcards



Stream

Valley

Soil

Vegetation



Forest



Hill



Mountain



Business



Farm



Office



Harbour



Population



Shop



Slope



Stream



Valley



Soil



Vegetation

