



St James' Church of England Primary School

Geography Overview Sheet



Year 1 – Our Local Area - Haslingden



Rationale: This “The Place Where I Live – Haslingden” topic will teach Year 1 about Haslingden beyond the school gate, building on children’s knowledge and understanding of their school environment ensuring clear progression in learning. Children will explore Haslingden using first hand observation to enhance their locational awareness along with developing essential map and fieldwork skills.

Pre-unit task: What do we know? KWL Grid/task

Attention Grabber:

Learning Objectives:

- To recognise human & physical features in the context of children’s own locality.
- To use simple fieldwork & observational skills to study the surrounding environment in the context of children’s own locality.
- To understand basic geographical features: houses (human features).
- To develop knowledge about children’s locality – jobs (human features).
- To use basic geographical vocabulary to refer to key human/ physical features.

Overview:

Lesson 1: Do I understand what Haslingden is like?
Lesson 2: Can I observe what my local area is like? (Out and About Fieldwork)
Lesson 3: Can I describe where things are on a map? (Fieldwork Follow-Up)
Lesson 4: Do I understand different types of housing in the local area?
Lesson 5: Can I name the types of jobs that people do in our local area?
Lesson 6: Do I understand ways that we can change the local area?

Cross Curricular Links

English – Writing letter to MP for changes to Haslingden with 2-3 changes may be able to give reasons using frame.
Art - Modelling to create houses and shops in the area in pairs. Used to make display of the area

Resources

OS map of Haslingden, A4 laminated individual street maps, Photographs of Haslingden, Postcards, clipboards, plastic wallets, tablet, A3 local area walk map, staff/governors/parents talk about their job, letter to local MP

Impact/Assessment

Most Children will: • Use different maps and understand the key features of maps. • Use compass directions (N, E, S, W), locational and directional language. • Make comparisons between features of different places. • Use map symbols in a key. • Recognise a range of housing types. • Plan a route giving reasons for choice. • Express views about the environment and begin to suggest improvements with reasoning. • Use fieldwork skills appropriately. • Use a growing range of subject specific vocabulary. • Use presentation skills with growing confidence

Less Able Children will: Recognise familiar places in their local area. • Use maps to gather information about the local area. • Locate places/landmarks on a map. • Use simple compass directions (N, E, S, W). • Use aerial photographs to recognise basic human and physical features. • Recognise basic map symbols. • Use simple fieldwork skills to study the geography of the local area. • Make simple observations. • Plot a simple route on a map. • Recognise housing types. • Explore geographical issues through discussion. • Use basic subject specific vocabulary. • Ask simple geographical questions.

More Able Children will: • Locate places/landmarks on a map describing the location of places accurately. • Use a variety of maps and recognise key features of maps. • Use compass directions, locational/directional language to describe locations. • Use a growing range of map symbols in a key. • Observe a variety of photographs to identify geographical features. • Use fieldwork skills confidently to make a range of observations in the local area. • Recognise housing types and where they are located. • Plan a route giving detailed reasons for choice and plan alternative routes. • Use a range of subject specific vocabulary confidently. • Ask a range of geographical questions.