

Year 1

Geography:
Around our School

Resource Pack



Lesson 1: An aerial view

This lesson is the first lesson in a series that introduces children in Year 1 to the concept of aerial perspective. Through exploration, children can begin to understand how our view of an object can change depending on which way we are looking at it. Maps show us a simple representation of an aerial view, helping us to identify where things are located. It is important that children in Year 1 are developing a basic knowledge of aerial perspective as it will aid their general geographical understanding in future lessons. It may be helpful for you to ask children to draw a map without any input to establish a level of prior learning. Children can simply show what they know at this starting point, and then this information can be used to inform at correctly pitch the following lessons.

See page 118 of *What your Year 1 Child Needs to Know*

Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
To know that an aerial view means to look at something from above.	<ul style="list-style-type: none"> • The word aerial means from above • When we look at something from above we call this an 'aerial view' • Sometimes objects look different from an aerial view 	<ul style="list-style-type: none"> • Look at images of objects from an aerial perspective and discuss how they may be hard to recognise as the view is different to how we usually see things. • Draw objects in the class room from an aerial perspective. • Look at an aerial view of the school (Google Maps- satellite view) and identify key places/buildings etc. • Discuss why aerial views are useful and who might use them (police helicopters, search and rescue, pilots etc.) • Explain how maps are a simple representation of an aerial view; they help us to understand where things are located. 	above below aerial view perspective map satellite information place	<p><i>What does aerial mean?</i></p> <p><i>How is an aerial view different from how we see things usually?</i></p> <p><i>What could we use maps for?</i></p> <p><i>What sort of information on maps might be useful?</i></p> <p><i>Who might find aerial views useful?</i></p>

Resources:

[Digimap](#) is a fantastic resource that allows teachers access to maps of the UK for a small annual fee. You are able to zoom in so children can see the outlines of buildings and zoom out to show children a different view of the same place. Teachers can also share maps from the 1840s allowing children to see differences in land use and development.

[The Royal Geographical Society](#) has some useful resources for teaching aerial perspective. The resources are aimed at KS2 but some elements could be adapted for use with younger children and the images are very helpful.

Lesson 2: All about maps

Maps are diagrams or pictures that represent a specific area of land or sea. They show physical features such as rivers, lakes, roads and cities. Scales on maps can be very different, some showing the whole world, others showing a local area. Children need to understand that maps show us where things are from above. They will build on their work in the previous lesson to gain an understanding that maps represent a simple aerial view of a specific location. People who create maps are called cartographers and map making has been undertaken for many, many years. Some of the earliest maps are from Ancient China, children may be interested to look at maps from a long time ago and see how map making has developed in the digital age.

See page 120 of *What your Year 1 Child Needs to Know*

Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
<p>To understand that maps tell us the location of different places.</p>	<ul style="list-style-type: none"> • Maps give us information about places • Location means where something is • Maps use symbols to show where certain things are 	<ul style="list-style-type: none"> • Give children a range of maps (include atlases where available) to explore. Include maps on different scales e.g. a map of the world and a map of the locality. • Discuss with children what information they found on the maps. • Explain that maps tell us where places are; the location of places. Recap from previous lesson- why maps might be useful and who might need them. Tell the children that map makers are called cartographers. • Give children a simple map of the immediate area and guide them through identifying the school, roads surrounding it, places of interest etc. • Look at symbols used on maps and find out what they represent by using a key. 	<p>location atlas map continent ocean country world locality identify buildings familiar</p>	<p><i>What information can we find out from a map?</i></p> <p><i>What does location mean?</i></p> <p><i>Describe a time when a map might be useful.</i></p> <p><i>What different kinds of map are there? Why might we need different kinds of maps?</i></p> <p>Extension: As a homework task, children could draw a simple map of their walk to school. This could be a simple line with buildings and places of interest marked on it. Accuracy will develop over time.</p>

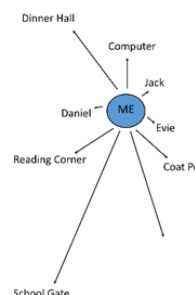
Resources:

Me on the Map by Joan Sweeney tells a story of a girl making maps of the place where she lives. The text is American, so refers to 'state' but this could be explained to the children. Learn about the explorer [Captain John Smith](#) and his adventure crossing the ocean and exploring Virginia.

Lesson 3: Using words to describe location

In this lesson, children will learn some of the vocabulary we use to describe location. They will become more confident when describing location and will use the vocabulary with increasing accuracy. This lesson will require children to think about their own position in relation to things around them. They will draw a signpost map which involves thinking about things nearby and things further away. This task will help children to develop their understanding of position and location. Words that children should be familiar with include; next to, nearby, near, far, close to, behind, in front, furthest, closest, further than, closer than.

Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
<p>To describe location.</p>	<ul style="list-style-type: none"> Location means the place where something is We can use words to describe location We can use words to compare the location of two different places 	<ul style="list-style-type: none"> Show children a simple map of the classroom. Introduce the vocabulary that we need to describe the location of things. For example, the computer is next to the reading corner. Model drawing signpost map- children to think about the things that are closest to them, things that are nearby and finally things far away. Ask children to describe their signpost map using the vocabulary they are focussing on. For example, 'The reading corner is nearer than the dinner hall.' Extend children by asking them to draw a signpost with their home as the centre point. 	<p>next to nearby near far close to behind in front furthest closest further than closer than</p>	<p><i>What does location mean?</i></p> <p><i>How can I describe the location of __?</i></p> <p><i>Can you describe the location of some things in your classroom?</i></p> <p><i>Can you describe the location of things within your school?</i></p> <p><i>Can you describe the location of things in the place where you live?</i></p>
<p>Resources: Additional text if required: Scot Ritchie, Follow That Map! A first look at mapping skills, Kids Can Press, 2009 Mapzone from the Ordnance Survey has some online games and lesson ideas that can be adapted for children in Year 1.</p>				



Lesson 4: Understanding Direction

This lesson offers children an opportunity to learn about direction and apply their knowledge to a practical situation. At this stage, children may need to secure their understanding of left and right before moving onto compass points. This understanding is something that will need to be reinforced over time and may require frequent revisiting to ensure children can confidently identify directions including left and right. A compass is a magnetised instrument that contains a pointer showing the direction of the magnetic north. The magnetic north changes slightly as the earth's magnetic poles are not fixed whereas the geographical poles remain the same. From the direction of north, we can deduce the direction of east, south and west. Compasses remain an essential tool for navigation for people all over the world. From a hiker making his way along a trail, to the captain of the largest cruise ship, compasses ensure people know which direction they are travelling in.

See page 121 of *What your Year 1 Child Needs to Know*

Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
To understand that compass points can be used to show direction.	<ul style="list-style-type: none"> We can give directions such as forwards, backwards, left or right Compasses can be used to find direction A compass has four points; north, south, east and west <p>Note: It is helpful if children learn a mnemonic such as 'Never Eat Slippery Worms' to help them to remember the compass points.</p>	<ul style="list-style-type: none"> Show children a picture of a compass (have a real one if possible) and explain that people use these to navigate. Explain navigate. Using compass points- explore the school building walking to the north, south, east and west. Children could have a compass challenge- to draw objects onto a page following instructions. For example- give children a page with a house in the middle. Ask them to draw a tree to the north of the house, a lake to the south etc. Alternatively they could draw their own objects and then write sentences describing the location. (The tree is south of the house.) If available, children can use programmable floor robots to explore direction. Children can design maps or pathways for their roamers, exploring left and right turns. Children can give each other directions to get from one place to another, blindfolded if they can do this safely. Children can also design treasure maps with instructions for how to locate the treasure. 	direction left right forwards backwards north south east west	<p><i>Why are directions important?</i></p> <p><i>When might we need to use directions?</i></p> <p><i>What is a compass?</i></p> <p><i>Why might you need to use a compass?</i></p> <p>Extension: At playtime stick a sign up to show which part of the playground faces north, south, east or west. One child shouts a direction and the other children, pretending to be pirates, must run to the right sign. Other commands such as scrub the decks, land ahoy, climb the rigging etc. can be added with actions.</p>

Resources:

This [online compass game](#) from BBC education will help children to remember the four compass points.

Lesson 5: What makes a good map?

In this lesson children will generate a checklist of things that good maps require. They will then, in the following lesson, go on to create their own maps against the checklist of requirements. A map will often, but not always, have a title, labels, symbols, outlines of the shape of the land and a key. Features such as rivers, roads, railways and coastlines may also appear on maps. Any symbols used on maps are explained in a small table or box called a 'key' or 'legend'. This box contains the symbols used on a map, followed by an explanation of what the symbols represent. Children should have the opportunity to investigate many different maps so that they can gain an understanding of the common features.

See page of *What your Year 1 Child Needs to Know*

Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
<p>To understand what makes a good map.</p>	<ul style="list-style-type: none"> • Maps often have a title, labels and symbols • Maps often have a key which explains any symbols • Maps often have a compass showing north, south, east and west 	<ul style="list-style-type: none"> • Give children the opportunity to look at a wide range of maps. Ask them to think about things they have in common, for example; title, labels, symbols etc. • Show children some poor examples of maps that do not show adequate information (these can be sketched and prepared yourself) and discuss why they are not good maps. • Create an ongoing check list of things that the children find that maps should have. Ensure this is accessible to the children. • It may be beneficial for children to record the checklist in their exercise books so that they can refer to it in the future. • Use this lesson as a chance to ensure children are using the correct vocabulary for describing direction and location. Re-emphasise this vocabulary as necessary. 	<p>title label symbol key compass information</p>	<p><i>What makes a good map?</i></p> <p><i>Why is it important for maps to have clear information?</i></p> <p><i>What would a cartographer need to think about when they began to draw a map?</i></p> <p><i>When we are creating our own maps, what do we need to include?</i></p>
<p>Resources: Google maps is a useful resource for finding maps of specific areas. Swapping to satellite view or street view can show children how the same place can be seen from different perspectives.</p>				

Lesson 6: Drawing Maps

In this lesson, children will apply the knowledge they have gained from previous lessons and begin to draw their own maps. It is useful for children to start with where they are, for example in a classroom they would start with where they sit. Then children can think about the locations around them, other tables, or a book corner etc. It might be helpful for the class to agree a set of symbols at the beginning of the lesson, for example a small square for a chair. The class can refer to the list they compiled in the previous lesson, checking what they need to include. At this stage, children will not be drawing accurate maps, but will be exploring the idea of space, distance and location. It is important for children to have time to draft and redraft if necessary, allowing them to develop their map drawing skills.

Learning Objective	Core Knowledge	Activities for Learning	Related Vocabulary	Assessment Questions
<p>To draw a map.</p>	<ul style="list-style-type: none"> • Maps give us information about places • Maps are drawn from an aerial view • Maps contain symbols which are explained in the key 	<ul style="list-style-type: none"> • Draw a map of the classroom- children can be given pre-cut objects to place on their map if they need extra support. • Children can agree on symbols for different objects e.g tables and chairs in their classrooms. • Encourage children to begin by placing their own table on a map as a starting point and then they can work at adding extra symbols or objects. • Ask children to show each other their maps looking to see if they have created similar maps, or if the maps look different. If the maps the children have made look very different it may be possible to pick up on some errors or misconceptions. • Invite children to walk around the classroom to check their map, making changes if necessary. • As an extension task children could draw a map of their 'dream classroom' or perhaps a map showing a fairy tale place. • This task can be used to assess how much progress children have made throughout the unit of work. 	<p>As previously specified in all lessons.</p>	<p><i>What did you think about before you started to draw your map?</i></p> <p><i>Can you describe what you have shown on your map?</i></p>
<p>Resources: This website has a 'classroom architect' facility that allows you to drag and drop items to make a map of the classroom.</p>				