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Have you ever been lost?

Work completed during this term will develop the children's knowledge about the world, starting with their immediate environment. They are encouraged to use subject-specific vocabulary and to use first-hand observation and experience to enhance their locational awareness.

Chapter at a glance

Curriculum objectives

Geographical skills and fieldwork:

- To use simple fieldwork and observational skills to study the geography of their school.
- To use plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use basic symbols in a key.
- To use simple compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map.

Human and physical geography:

- To use basic geographical vocabulary to refer to key physical features and key human features.

Week	Objectives	Summary of activities	Expected outcomes
1	<ul style="list-style-type: none"> • To familiarise the children with their classroom and develop an understanding of areas and representational plans. 	<ul style="list-style-type: none"> • Looking at a simple plan. • Creating a bar chart of favourite places in the classroom. • Using positional language to create pictures of a room. 	<ul style="list-style-type: none"> • Begins to understand place within the setting of their classroom. • Can understand that some areas are connected with a particular type of activity, and why this is. • Begins to relate the physical environment to a plan.
2	<ul style="list-style-type: none"> • To develop an awareness of the school environment beyond the classroom. • To use a simple plan or map. 	<ul style="list-style-type: none"> • Taking part in a search for lost toys by following a simple map/plan. • Using positional language to record their work. 	<ul style="list-style-type: none"> • Can use a simple plan. • Can understand that a plan can represent a physical area. • Can extend their use of positional language.
3	<ul style="list-style-type: none"> • To recognise features of the school and their location. • To use symbols. 	<ul style="list-style-type: none"> • Identifying and classifying inside and outside areas. • Recording one area of the school. 	<ul style="list-style-type: none"> • Can understand that a plan can represent a physical area in 2D form. • Can understand that symbols represent physical features on a plan.
4	<ul style="list-style-type: none"> • To understand and help produce a plan using symbols for a key. 	<ul style="list-style-type: none"> • Creating a large-scale plan. • Revising the idea of a key. 	<ul style="list-style-type: none"> • Can consolidate their understanding of plans. • Can use their ideas for representation. • Can use and extend their use of positional vocabulary. • Can communicate ideas to others.
5	<ul style="list-style-type: none"> • To use simple compass directions. 	<ul style="list-style-type: none"> • Observing differences in each direction. • Making a compass. 	<ul style="list-style-type: none"> • Can relate ideas through practical experience. • Experiences north, south, east and west in a number of ways. • Can understand that symbols give meaning and represent areas/objects.
6	<ul style="list-style-type: none"> • To give children an opportunity to put into use what they have been learning about. 	<ul style="list-style-type: none"> • Role-playing to reinforce using plans or simple maps. • Looking at journeys they have taken. 	<ul style="list-style-type: none"> • Can relate to new concepts through role play. • Able to use their extended vocabulary. • Can identify places through recognisable symbols.

Curriculum objectives

- To use simple fieldwork and observational skills to study the geography of their school.
- To use plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use basic symbols in a key.
- To use simple compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map.

Lesson objective

- To familiarise the children with their classroom and develop an understanding of areas and representational plans.

Resources

Photocopiable page 'Direction labels' from the CD-ROM; photocopiable page 17 'What can I find here?'; photocopiable page 18 'What can I use in my classroom?'; prepared simple plan of the classroom, showing just the main features and areas; photocopiable page 'Our favourite areas' from the CD-ROM; photographs of the different areas the children may choose (or digital camera to take these photographs); prepared labels for the children to put on the bar chart

Vocabulary

above, alongside, behind, below, by, close to, east, furthest, high, in front of, low, near, nearest, next to, north, south, west

Where am I in my classroom?

Introduction

- The following games need to be teacher led initially, as the introduction of the positional language is a key teaching point. Later the children will be able to play these games in their own time or as part of role play.
- **Game 1 'I can't find it':** describe something in the classroom using positional language. For example: *I am looking for something behind the sand tray; it is next to the pencil pots; it is big and red. Can you find it?*
- **Game 2 'Where do I go?':** before starting the game, enlarge a set of direction labels from photocopiable page 'Direction labels' from the CD-ROM and place the labels around the classroom. Ensure that they are correctly placed geographically and are clearly visible. Introduce the labels 'North', 'South', 'East' and 'West' to the children. Name or describe an object in the classroom and ask the children to say in which direction you will need to move to find it.

Whole-class work

- Talk to the class about their classroom area. Move from one area to another. Ask questions such as *What do we do in this area? What can I find here? What do we call this part of the classroom?*
- Discuss how some areas are different from others. Give explanations such as: *We use this area for making things because it is near the sink for washing the paint and glue pots; We use the carpet area for construction because we have lots of space; We sit at a table to write because it is easier.*
- Have a simple prepared plan of the classroom showing the main areas and point to the plan as each area is discussed. This is so that the children begin to relate the physical with the plan, ready for week 2.
- Use photocopiable page 'Our favourite areas' from the CD-ROM to create a large bar chart in order to show different classroom areas for activities such as making, writing, reading, construction, sand play and water play. Take photographs of these areas within your classroom or work spaces and add these to the bottom of the columns. Give each child a label with their name on. Ask them to choose their favourite area and put their label in the appropriate column to create a bar chart.

Group work

- Give each group copies of photocopiable page 17 'What can I find here?' or photocopiable page 18 'What can I use in my classroom?' (which introduces a slightly harder concept as it asks the children what they might use in the space as opposed to what they can see). Ask the groups to discuss the things they would find or use in areas of the classroom, then to draw pictures under the headings.

Differentiation

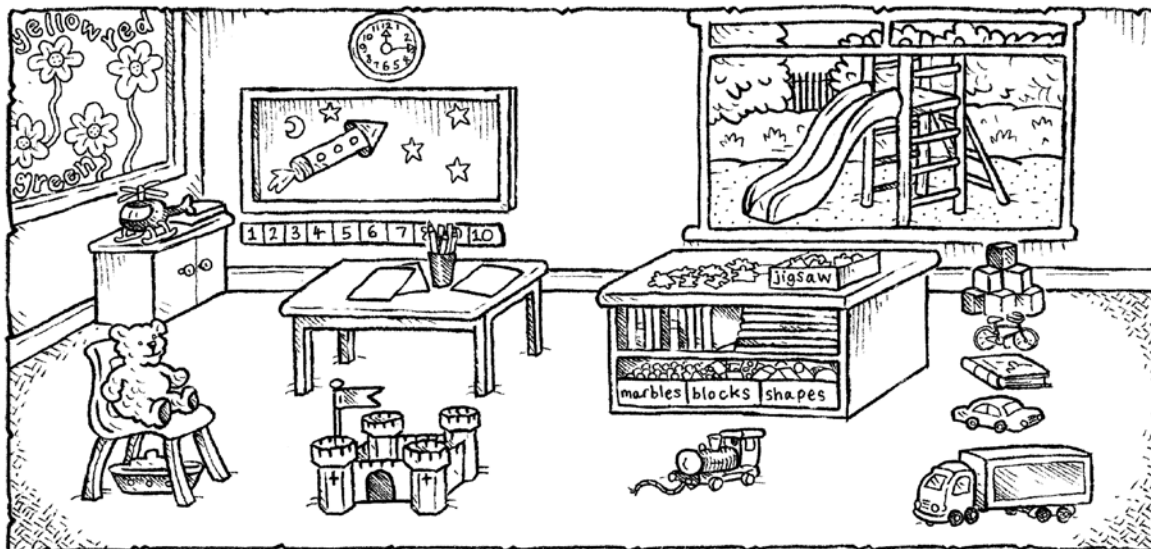
- Challenge: Some children may be able to complete both photocopiable pages. You will need to decide which to give each child/group.
- Support: Some children may require help reading the words on the photocopiable sheet.

Review

- Look at the results of the bar chart, identifying the areas which the children have chosen and using the compass points and positional language whenever possible.
- It is sufficient to note the children who grasp the idea of area, and those who understand positional vocabulary. Note those children who experience difficulties, and if possible allow activities to be repeated for additional reinforcement.

Where should it be?

■ Read the question and look at the picture to find the answer.
Draw what you find.



<p>What is sitting on the chair?</p>	<p>What is under the chair?</p>
<p>What is behind the bike?</p>	<p>What is outside the window?</p>
<p>What is on top of the castle?</p>	<p>What is between the car and the bike?</p>

I can say where things are. How did you do?