

Our School (History Link)

Where is Our School: Understand a sense of place in relation to home and school in the context of children’s own locality/school. Use previous knowledge of UK to locate Clipston (Google aerial maps)

Fieldwork Around our School: Use simple fieldwork and observation skills to study the school environment. Devise a simple map and use basic symbols in a key.

How Do We Get to School: Describe the location of features and routes on a map, roads and transport links – traffic survey (maths links)

Our School History: Recognise and understand the past use of our school as a hospital, use curiosity shop to discover historical artefacts, find and observe historical features of the school e.g. doors, staircase, water pump etc.

Where we Live - Contrasting Village

What is our local area like? - Recognise human & physical features in and around Clipston village including fieldwork at Haddon Fields, understand what our local area is like.

Out and About Fieldwork - Use simple fieldwork & observational skills incl using compasses, to study the surrounding environment including Haddon Fields, Church, Recreation ground, village pub & hall ect. Describe where things are on a map using compass points.(google street view)

Human Features – observe and describe human features in our local environment incl. types of houses, pub, village hall, church, farms.

Physical Features – Fieldwork focused at Haddon Fields – rivers, fields, soil types and vegetation

Contrasting Village – Great Bowden - recognise human & physical features that are the same/different to Clipston.

Local Area - Villages and Towns

Local Villages – Locate, name and recognise surrounding villages using aerial maps.

Our Local Town – Describe the location of Market Harborough, recognise human features of a town – train station, bus stops, shops, supermarkets, library, leisure centre, churches, schools, markets etc.

Compare and Contrast – Recognise and describe human and physical features of a town in comparison to a village – zebra/pedestrian crossings, roundabouts, car parks, River Welland etc.

Contrasting Country – India, Tamil Nadu, Karisalpatti (Link School)

Where is India? – Recognise country using Google aerial satellite maps, atlases and class globe in relation to UK. Discuss difference in climate and environments.

Mumbai - Human & Physical Features – observe and describe human features of contrasting city Mumbai – skyscrapers, railways, harbour, temples and physical features; bays, rivers, hills, lakes

Where is Karisalpatti? – Use maps/photos/Google satellite imaging to recognise differences in location environment/climate/landscape. Children learn about the impact Clipston school has on Karisalpatti children’s home (PSHE link) <http://www.india2017.btck.co.uk/Karisalpatti>

Karisalpatti Children’s Home – understand the differences between Clipston school locality and Karisalpatti, recognise features that are similar about their immediate environment.

Vocabulary Introduced

Local	Relating to a particular area that is in our neighbourhood.
Environment	The surroundings in which a person, animal, or plant lives
Human feature	Something built or made by a person (churches/houses etc)
Physical feature	The natural environment – not made by man (rivers/mountains etc.)
Satellite (imagery)	Pictures of the earth taken from space.
Aerial	Happening in the air/from above.
Location	A particular place or position
Compass	An instrument for showing direction
Fieldwork	Observations and study conducted outside in the environment.

Teaching Sequence

	Key learning	Activity
1	Where is our school?	Locate Clipston on OS county map, recognise a village in comparison to a town. Show google aerial view of school – distinguish school environment, field, playground, buildings etc.
2	Fieldwork around our school	Make a map of the school. Use basic symbols for a key and introduces compasses to recognise North, South, East & West.
3	How do we get to school?	Transport survey (maths pictograms). Discuss routes to schools; buses, cars & bikes (roads, pavements, cycle paths etc.)
4	Clipston School History	HISTORY LINK: Artefact hunt – use curiosity shop for treasure hunt to solve a puzzle revealing the schools original purpose (hospital) Then go on a ‘photo hunt’ around the main school building looking for the original features e.g. metal frame windows, original doors handles, water pump, staircase etc
5	What is our local area like?	Use Google satellite maps to find and name different parts of the village and label – road, houses, green, park, pub...
6	Out and About Fieldwork	Go out into village to locate different areas on pre-made maps, use compasses to identify facing directions. Walk to Haddon’s Field and record all features both human and physical e.g. Sidoms Ford (stream), Great Hills and Little Hills & recognise and name the human features (the stile, gates, bridge etc.)
7	What is a human feature? What is a physical feature?	Identify features from yesterday’s walk and categorise/sort into human and physical. What is made by man and what is natural?
9	Local Villages	Record the villages the children live in and use OS county map to find all catchment villages. What other villages/towns/cities do we notice or have heard of? (e.g. Leicester, Northampton, Guilsborough (secondary school/siblings)
10	Our Local Town	School trip to Market Harborough - Recognise and name human features incl. types of buildings (schools, churches, fire station, police station, library, hospital, shops, petrol stations) as well as differences in transport and roads (railways, bus stops, taxis, cycle lanes, zebra crossings, traffic lights etc)
11	Compare and Contrast <i>Clipston > Great Bowden > Market Harborough</i>	School Trip to Great Bowden – recognise, name and record similarities and differences with Clipston (e.g. village green, village hall, pub, houses, church) Notice differences in sizes and amenities (pub, café/deli, shop, cricket club etc) Show satellite map comparisons to understand scale and size.
12	Contrasting Country – Where is India?	Using Primary atlases recognise continents and countries – locate and name India, record north, south, east and west using compass points.
13	What is a city?	Find and locate capital city New Delhi in the North and Mumbai in the West – differences between cities and towns.
14	Human and Physical features of Mumbai	Use Google aerial imagery and drone images to show different human and physical features to label.
15	Where is Karisalpatti?	Locate Karisalpatti in the South – use simple key to complete map with New Delhi, Mumbai and Karisalpatti.
16	Karisalpatti Children’s Home	PSHE LINK - Tell the story of Clipston’s link school, money raised through harvest festival etc. show the Children’s United blog with images of the children holding Clipston posters etc. Discuss Julie Foster’s work with charity – create new posters for the Karisalpatti – <i>What can we tell them about our school? (Useful for end of unit assessment – what have we learnt about our school and locality?)</i>
17	Compare and Contrast local environments <i>Clipston > Karisalpatti</i>	Using photos, sort the images of Clipston school and Karisalpatti children’s home, what do we notice that is the same different? (clothes/classrooms/lunch/books/playground/toys/local area/ Create whole class comparison sheet.

Our School and Local Area - Whole School Big Ideas

Geography

Location, Physical Features, Human Features, Diversity, Physical Processes, Human Processes, Geographical Techniques & Fieldwork

Our School and Local Area - Whole School Key Themes

Geography

Place, Space, Scale, Environment, Inter-connection, Sustainability, Change.