

National Curriculum Geography

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Place knowledge

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Geographical skills and fieldwork

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Local Area Maps/OS

World Maps & Globe

Compass

Photo packs;

- Old pictures of Clipston school

- Local landmarks

- Market Harborough familiar landmarks and buildings

- Surrounding village schools

- Karisalpatti children's home



Key Questions

Where is our school?



How is our school similar/different to other primary schools?

What is our local area like?



How do we get to school?

Where is our local town?



Are their other villages like Clipston?

Where is India? Where is Karisalpatti? How is our link school similar/different to Clipston?



Vocabulary

- 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.

	Key learning
1	<p>Where is our school? Fieldwork around our school</p> <p>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. Make a map of the school. Use basic symbols for a key and introduces compasses to recognise North, South, East & West.</p>
2	<p>How is our school similar/different to other primary schools?</p> <p>Use our local knowledge and Google Earth to locate and name schools in surrounding villages (Welford, West Haddon, Guilsborough, Great Bowden, Yelvertoft) describe similarities e.g. building size, church schools.</p>
3	<p>What is our local area like?</p> <p>Use Google satellite maps to find and name different parts of the village and label – road, houses, green, park, pub...</p> <p>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.) What is a human feature? What is a physical feature?</p> <p>Identify features from yesterday’s walk and categorise/sort into human and physical. What is made by man and what is natural?</p>
4	<p>How do we get to school?</p> <p>Transport survey (maths pictograms). Discuss routes to schools; buses, cars & bikes (roads, pavements, cycle paths etc.)</p>
5	<p>Where is our local town?</p> <p>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)</p>
6	<p>Are their other villages like Clipston?</p> <p>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)</p> <p>Compare and Contrast Clipston > Great Bowden > Market Harborough</p> <p>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.</p>
7	<p>Where is India? Where is Karisalpatti?</p> <p>Using Primary atlases recognise continents and countries – locate and name India, record north, south, east and west using compass points. Locate Karisalpatti in the South – use simple key to complete map with New Delhi, Mumbai and Karisalpatti.</p>
8	<p>How is our link school similar/different to Clipston?</p> <p>Compare and Contrast local environments: Clipston > Karisalpatti</p> <p>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.</p> <p>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 – What can we tell them about our school? (Useful for end of unit assessment – what have we learnt about our school and locality?)</p>
<p>Our School is Special - Clipston School History</p> <p>HISTORY LINK: Artefact hunt – use curiosity shop artefacts for treasure hunt to solve a puzzle revealing the schools original purpose (hospital)</p> <p>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</p>	