



YEAR ONE

LEARNING JOURNEY PLAN

Term - Spring
Curriculum Theme - Magical Mapping
Curriculum Drivers - Geography, Design and Technology, Music

	What will my pupils need to have learnt before?	What do I want my pupils to learn. Know that.. Know how.. NC	How will my pupils access that learning, what will we be doing? What will be the order of learning?	What are the authentic outcomes to be produced?	Vocabulary
Geography	<p>Vocabulary linked to direction—forwards, backwards, left, right etc.</p> <p>Some knowledge of the local area.</p>	<p>Understanding human and physical geography of a small area of the UK.</p> <p>Use a simple picture map to make observations about a small area.</p> <p>Make observations about where things are e.g. within school or local area and use sources of information to guide study.</p> <p>Use a simple picture map to make observations about a small area.</p> <p>Observe the local geography of the school grounds.</p> <p>Use relative vocabulary.</p>	<ol style="list-style-type: none"> 1. What is geography? Give the children a variety of photos for them to sort into 2 piles one labelled geography and one labelled other. Take photos for evidence. Each group write a sentence to describe what they think geography is. Discuss as a class and come up with a class definition to display in the classroom. 2. Go over what geography is again and then discuss maps - what are they? Why do we need them? Show the class a simple map of the classroom and discuss birds eye view. Give the children pictures of some objects that would be found on a map and the children guess what they might represent linked to the classroom (table, chair, carpet area etc) Each group have a classroom map have objects for them to find when they find them they need to draw them on their map in the correct place. 3. Discuss birds eye view again but this time look at a map of the school. Children find their classroom and see if they can work out what each classroom is—write it onto their map. In groups look around the school for pictures that have been placed around and record these in the correct place. 4. Expand their experience to incorporate the outside of the school as well—can they use a map to find objects using simple clues or marks on their map—find it and write down what it was. 5. This week expand the map to the United Kingdom—pin point where Leicester is and then using google maps find Wigston within Leicester. Find Estoril Avenue and the school. Look at the surrounding area. Introduce the concept of land use and what it is. Give the children various features and see if they can put them into the correct land use Land use is when an area is used for a specific purpose. There are five types of land use: residential, agricultural, recreation, transportation, and commercial. People should make sure they use land responsibly to respect other people and our environment . https://study.com/academy/lesson/uses-of-land-lesson-for-kids.html 6. Using a simple map of their local area discuss land uses. Walk around the area writing down what they see. In the classroom on a map colour code the land uses they saw. 7. Physical and human features—what are they? https://www.bbc.co.uk/teach/class-clips-video/canal-boat/zrbrkmn Sort them into 2 categories take photos. 8. Walk around the local area looking at physical and human features—take photos of these. 9. Use the photos taken on the walk and sort them into human and physical features. Display these within the classroom. 	<p>Children will produce a map of their local area showing land uses and physical and human features.</p>	<p>Geography</p> <p>Map</p> <p>Place</p> <p>People</p> <p>Land use</p> <p>Physical features</p> <p>Human features</p> <p>Birds eye view</p> <p>United Kingdom</p> <p>Local area</p> <p>Capital city</p> <p>Country</p> <p>City</p> <p>Environment</p>