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Cross-curricular links

Chapter	History SoW	Geography SoW	PSHE and Citizenship	Literacy framework/English		Numeracy framework	ICT SoW
1: Lesson 1		Unit 5	Units 6, 1	Y1, Term 1, T12,13,14,15,16, Y1, Term 2, T22	Y1, Term 3, T21 Y2, Term 1, T15		1F
1: Lesson 2		Unit 5	Units 6, 1	KS1 NC Speaking and listening			1C
2		Units 1, 6		Y1, Term 1, S1, 4 Y1, Term 3, S1	KS1 NC Speaking and listening	Y1 handling data Y2 handling data	2E
3		Units 1, 6		Y1, Term 1, T12,13,14,15,16 Y1, Term 2, T22	Y1, Term 3, T21 Y2, Term 1, T15		1A
4		Units 1, 6	Units 9, 6, 1	Y1, Term 1, T12,13,14,15,16 Y1, Term 2, T22	Y1, Term 3, T21 Y2, Term 1, T15		2A
5		Units 1, 6	Units 9, 6, 1, 2	Y1, Term 1, S1, 4	Y1, Term 3, S1		2B
6		Unit 1	Unit 4	Y1, Term 1, S1, 4; T12,13,14,15,16 Y1, Term 2, T22; W8	Y1, Term 3, S1; T21 Y2, Term 1, T15		2A
7		Unit 1	Unit 4	Y1, Term 1, S1, 4	Y1, Term 3, S1		2A, 3A
8	Units 1–3	Unit 1	Unit 6 Unit 1 Unit 5	Y1, Term 1, S1, 4; T12,13,14,15,16 Y1, Term 2, T22; W8, 10 Y1, Term 3, S1; T21	Y2, Term 1, T15 KS1 NC Speaking and listening		1C
9		Unit 2	Unit 4	Y1, Term 1, S1, 4; T12,13,14,15,16 Y1, Term 2, T22; W8, 10 Y1, Term 3, S1; T21	Y2, Term 1, T15 KS1 NC Speaking and listening	Y1 handling data Y2 handling data	2A
10		Unit 2	Unit 4	Y1, Term 1, T12, 13,14,15,16 Y1, Term 2, T22; W8, 10 Y1, Term 3, T21	Y2, Term 1, T15 KS1 NC Speaking and listening		2B, 3A
11		Unit 2	Units 4, 9	Y1, Term 1, T12, 13,14,15,16 Y1, Term 2, T22; W8, 10 Y1, Term 3, T21	Y2, Term 1, T15 KS1 NC Speaking and listening		2A

Introduction



Curriculum Focus: The Local Area helps to make geography both fun and real by giving teachers (especially those who may not have much geographical background) the material and support that they need to plan and teach exciting and interesting lessons. The chapters are based on the QCA exemplar scheme of work for geography at Key Stage 1 and each chapter equips teachers with ideas, skills and knowledge to deliver the full range of geography at this key stage.

This book gives teachers a clear approach to teaching geographical ideas and to planning work for their classes, including:

- background information that includes illustrations;
- ideas for introducing and developing the lessons;
- differentiated photocopiable activity sheets to support individual and group work.

The local area is the most familiar part of a child's environment; hence it is a logical starting point for geography. The intention for using the local environment is to encourage children to look afresh at their local surroundings and to see and understand things that they may have taken for granted. This also provides an ideal opportunity to develop a range of ideas and skills, some that are unique to geography (such as map skills) and others that are general educational skills (such as description and analysis).

In investigating the local area it is important to help children think about the journeys that they make within that environment. Hence Chapters 3 and 4, together with Chapter 5, help to develop ideas of travel and movement. They also help to develop children's skills in understanding and drawing maps. This is an aspect of geography that has not been made very explicit within the QCA units of work, so the *Curriculum Focus: Geography* series makes a point of showing exactly how teachers can develop map skills with very young children.

Chapter 5 focuses on getting children to think about nice and nasty places in their local area. In this way children can begin to express their

opinions about their environment and hopefully to suggest ways in which it can be improved. Chapters 6 and 7 extend the study of the local area to local jobs and local leisure opportunities. Chapter 8 develops the idea that the local environment is never stationary and that change is the norm. Chapters 9, 10 and 11 deal with aspects of roads, traffic, parking and safety. The emphasis is on helping children to think about dangers in the environment and ways of overcoming those dangers.

Curriculum Focus: The Local Area recognises that there will be different levels of attainment among the children and that their developing reading skills will require different levels of support during individual and group work. To help teachers to provide activities that meet the needs of their class, each chapter contains three photocopiable sheets based on the same materials but written for children with different levels of attainment. Activity sheet 1 in each chapter is intended for lower-attaining children. Activity sheet 2 should be suitable for most children while Activity sheet 3 challenges higher-attaining children.

Mapping skills

'History is about chaps and geography is about maps,' is an old saying among teachers that still has a great deal of validity. Children meet and see maps and plans in their everyday lives, from the plan of the play area showing where to find swings, slide and climbing frame, to the map of the supermarket showing where to find frozen foods, fresh meat and vegetables. We often assume that children see the same things on a map or plan as adults see, but this is often not the case. So one of the main purposes of geography is to help them learn to 'read' maps in the same way as they develop literacy skills in reading text. In fact, the skill of using, making and reading maps, called 'graphicacy' or 'visual literacy', ranks alongside traditional literacy and numeracy in terms of children's development. However, graphicacy has never been afforded the importance and time that have been devoted to literacy and numeracy. One of the purposes of this series of *Curriculum Focus* books is to help to rectify this neglect.

Children need to be taught how to read a map. It is not a particularly difficult skill and it can involve games and fun activities. One of the problems with the teaching of map skills is that they have to be taught by teachers who are probably not geographers themselves and who may be worried about their own map reading abilities. If this is you, please don't worry – teaching map skills is simple, enjoyable and fun for teachers and for children. These books will show you how to do it in easy steps.

The QCA units of work in geography form the basis of these books. These units of work are extremely useful with their detailed learning objectives and suggested teaching activities. However, many of the units contain references to the development of map skills, such as 'Locate Scotland and the Western Isles on a map,' (Unit 3, An Island Home), without showing how these skills are to be acquired. These books will help to fill this gap, starting with Chapter 1 on how to build up a series of activities to develop map skills.

Maps and mapping

CHAPTER 1

TEACHERS' NOTES: LESSON 1

This book starts with this chapter on ways to develop map skills because they lie at the heart of geography. The intention is to help you and the children to get a flying start in understanding geography and how it works. You may want to refer back to the two lessons in this chapter from time to time as you work through other chapters to remind the children of some of the skills they have acquired. This will help them when they come to use or draw maps in later chapters, such as the ideas about plan view in Chapter 10. You will find yourself revisiting Chapter 1 as you work with the children throughout the year.

Work on developing map skills should permeate all aspects of geography, so that children see maps as an integral part of any study, whether the place be local or distant. The development of their map skills is an ongoing process that starts in nursery and continues throughout their lives.

Some basic rules about developing map skills

First of all, there are two big don'ts:

- Please don't start the first lesson on map skills with 'Today we are studying geography and so I want you all to draw a map of your route from home to school.'
- And please don't start the next lesson with 'Next we are going to draw a plan of the classroom.'

These are very difficult activities for adults, let alone children. It is really important that children do not find that they fail in their first activity related to geography. The development of map skills should be fun, enjoyable and, above all, easy. It is important to differentiate the activities so that all the children can see that they are succeeding in map reading from the very first lesson. One interesting finding from recent research is that children who may not be very successful in traditional literacy and numeracy can be extremely successful in terms of map skills, and this may help to motivate all the children in the group.

So the basic rules for developing map skills are as follows:

- Keep it simple.
- Make it fun.
- Use lots of games.
- Avoid overly-detailed and complex maps.
- Build in success.
- Use lots of picture maps in the early stages.
- Avoid complex terminology in the early stages.

The 'Curriculum Focus' approach to the development of map skills

With all of the above in mind, we have drawn on a wide range of experience in teaching map skills to produce a guide to how best to develop children's map skills. What follows is a suggested series of activities after which children will be able to draw, use and understand maps. This sequence of activities can be used with young children, but can also be adapted for older children. (The sequence of activities remains the same but older or more able children will be able to work through the activities more quickly.) Remember that the key to all this is success. Children need to see themselves as successful in the development of their map skills.

Activities for the development of map skills

The key elements needed to draw, use and understand maps are:

- the language of location (using words to describe where things are);
- directions – from left and right to north, south, east and west;
- understanding and using signs and symbols;
- understanding the idea of plan view.

At Key Stage 2 these elements continue and become more complex, and two further elements are added:

- coordinates;
- scale.

Lesson 1 will take you as far as location and directions. Lesson 2 develops understanding and the use of signs, symbols, and plan view.

Maps and mapping

Geography objectives

- To learn some of the language of location.
- To learn the four and eight points of the compass.
- To draw a picture map.

Resources

- Generic sheets 1–5 (pages 10–14)
- Activity sheets 1–3 (pages 15–17)
- Blank A4 paper
- Pencils, pens, rubbers
- Marker pens

Starting points: *whole class*

Tell the children that they are going to draw a picture of a park showing where things are to be found. Explain that they have to listen very carefully to your instructions about what to draw and then draw it very carefully. Read through the instructions on Generic sheet 1, a line at a time, pausing to allow the children to draw the feature before moving on to the next line.

As the children finish the picture tell them that this is a picture map. It shows where things are, so it is a map. Stress the words you have used to describe location, such as ‘next to’, ‘at the bottom’, ‘behind’ and ‘from the front’.

Now show the children Generic sheet 2 on an OHP or in an enlarged version. Explain that this illustrates some of the words we use to describe the position of things. Key words are:

- on
- off
- inside
- outside
- in front of
- behind
- next to
- far away

Ask a child to come out and to draw a line connecting pictures that are opposites, such as ‘in front of the picture’ and ‘behind the picture’. Repeat this until all the pictures are linked. Explain that these words and pictures help us to find where places are.

Next show the children Generic sheet 3 on an OHP or in an enlarged version. Explain that Shifali wants to reach her friend Sally and has to find a path through the maze. Ask a child to come out and to draw a line through the maze from Shifali to Sally. Ask another child to put a circle every time Shifali turns left in the maze and a cross every time Shifali turns right. The aim here is to help the children to project themselves into the map of the maze and to be able to think about which directions they turn in order to escape from the maze. Ask ‘How many times did Shifali turn left?’ and ‘How many times did she turn right?’ Explain that ‘left’ and ‘right’ are directions.

Now show the children Generic sheet 4 on an OHP or in an enlarged version. Explain that we use a compass to describe directions. Point out north, south, east and west and the use of single capital letters for these four points. Ask ‘What is north of Sophie?’, ‘What is south of Sophie?’, ‘What is west of Sophie?’ and ‘What is east of Sophie?’ Explain that we find things on maps by using directions.

Next show the children Generic sheet 5 on an OHP or in an enlarged version. Explain that we can give more accurate directions using the eight points of the compass: N, NE, E, SE, S, SW, W, NW. Ask ‘Which animal is to the north-west?’ (monkey), ‘In which direction would I go to find giraffes?’ (SW) and ‘In which direction would I find the lions?’ (N)

Tell the children that they are now going to draw a picture map using directions.

Group activities

Activity sheet 1

This sheet is aimed at children who need more support. They are able to identify the four main points of the compass. They have to complete the picture by drawing in a house, a lake, some tall

trees and a car park around the hotel. If there is time, they could add other features to the picture using the correct directions, such as a car to the north and a bus to the east.

Activity sheet 2

This sheet is aimed at children who can work independently. They are able to identify the eight main points of the compass. They have to complete the picture by drawing in features at the correct compass points around the hotel. If there is time, they could add other features, such as a river to the east of the hotel and a road to the south.

Activity sheet 3

This sheet is aimed at more able children. They are very familiar with the eight main points of the compass. They have to complete the picture by drawing in features at the correct compass points around the hotel.

Plenary session

Share some of the responses to the activity sheets. Recap both the four and eight main points of the compass.

Talk about the picture maps and what they show in the area around the hotel (what the main features of the area look like and where they can be found).

Talk about some of the problems with these picture maps, such as the difficulty in fitting in a picture of all the features. Ask the children for alternative ways to show these on the map. Suggest the idea of a symbol for each feature, which would take up less space and still tell people what it was.

Ideas for support

To help children learn the idea of the order in which 'north', 'south', 'east' and 'west' come, remind them of simple mnemonics such as Never (N) Eat (E) Shredded (S) Wheat (W).

To help children grasp the importance of words that describe location, play games such as 'Simon says'. ('Simon says stand BEHIND the door,' 'Simon says stand ON the chair,' 'Simon says stand NEAR TO the window,' and 'Simon says stand UNDER the light.') They will soon see that words that describe location are really useful and easy to use. Similarly with directions, start with 'left' and 'right' and play trails around the classroom, such as 'Stand

with your back to the door. Take two paces forwards. Now turn right. Take one pace forwards. Now turn left. What is in front of you?' These simple games can end with a person or a classroom feature such as the whiteboard or the window.

Ideas for extension

Ask the children to draw a signpost map of the children sitting around them. They should draw the eight points of the compass and then write the name of the child who is sitting N of them, NW of them, W of them and so on to include SW, S, SE, E and NE. If there is no child in one of the directions, ask them to write this on the signpost map.

Let the children see a compass and use it to find N, S, E and W around the school. Then ask them to draw pictures of what they can see to the N, S, E and W of their classroom.

Linked ICT activities

Using remote-controlled toys, place a set of two or three obstacles on the floor and ask the children to move their toys around the obstacles using simple instructions and directions to get the toy from A to B. Encourage them to use directional language, and give them the opportunity to talk about what they are doing – for example, 'I am going to move forwards and then turn.'

Progress to using either a Roamer or a Pixie, which are generally used within the Key Stage 1 setting, and allow the children to input more direct instructions. Place A4 sheets of card on the floor and label them with the names of the different buildings which they may find in their town/village or the different things that they may find in the park. Place the obstacles on the floor, giving plenty of room to move the Roamer/Pixie around the obstacles. Set a simple task for the children – for example, the Roamer needs to move from the play area to feed the ducks on the pond. Place the Roamer at the play area and talk to the children about each instruction they are going to give the Roamer to move it to the duck pond.

Maps



Draw a pond as big as your little finger in the middle of your paper.

Draw a tall tree next to the pond.

Draw two birds sitting in the tree.

Draw some tall grass at the bottom of the tree.

Draw a low fence behind the pond and behind the tree.

Behind the fence draw a house with three windows and a door.

Draw a footpath from the front of the picture to the pond.

Draw a boy with a dog on a lead walking on the footpath.

Draw a flowerbed somewhere.

Draw four clouds in the sky.

Maps

