

Mrs Fallon

Class 1

Objective	Milestone Indicators	Basic Activities	Advanced Activities	Deep Activities	Resources
<p>Milestone 1</p> <p>To investigate places</p> <p>To communicate geographically</p>	<p>My Home - where do I live</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p>	<p>Children complete passport with simple information and picture support with adult support.</p>	<p>Children complete passport with simple information working independently.</p>	<p>Children add their school and home address including listing three places near where they live.</p>	<ul style="list-style-type: none"> • Google Earth • Map of the local area • Pictures of places in the local area and homes
<p>Milestone 1</p> <p>To investigate places</p> <p>To communicate geographically</p>	<p>Our Classroom</p> <p>Be able to 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</p>	<p>A messy map may be partially started by the Teacher to give structure. Use the My Messy Map prompt sheet for visual support.</p>	<p>Create a messy map may be partially started by the Teacher to give structure.</p>	<p>Provide more complex materials. Encourage children to include a greater number of classroom features. Children could take photographs and these could be displayed with quotes.</p>	<ul style="list-style-type: none"> • Large sheet of paper • Collage resources • Glue • Scissors • Outside area • Compass display poster
<p>Milestone 1</p> <p>To investigate places</p>	<p>Our school Around our school</p> <p>Be able to use simple</p>	<p>Children work in mixed ability pairs to use a web based map programme such as Google Maps to locate their school. (<i>Google Maps web link will need to saved as a 'favourite' in order for pupils to find the webpage</i>)</p>			<ul style="list-style-type: none"> • Computer room • Lap top computers

<p>To communicate geographically</p>	<p>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.</p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</p>	<p><i>easily</i>). Children use the Where Is Our School Activity Sheet.</p>			<ul style="list-style-type: none"> • Where is our school activity sheet
<p>Milestone 1</p> <p>To investigate places</p> <p>To communicate geographically</p>	<p>Our school Around our school</p> <p>Be able to 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.</p>	<p>In the classroom, use the Birds Eye View Activity Sheet. Children draw an aerial plan of the school including the key features; colour code, key and a title</p> <p>Plan is already started with a key, suggestions for places to draw and a space for a title. To</p>	<p>In the classroom, use the Birds Eye View Activity Sheet. Children draw an aerial plan of the school including the key features; colour code, key and a title</p> <p>Plan is started with a key.</p>	<p>In the classroom, use the Birds Eye View Activity Sheet. Children draw an aerial plan of the school including the key features; colour code, key and a title</p> <p>Children work independently to draw their own aerial plan of the school.</p>	<ul style="list-style-type: none"> • Birds eye activity sheet • Pictures of school •

	Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)	differentiate further children can draw a simple front facing view of the school.			
Milestone 1 To investigate places To communicate geographically	How I get to school Use aerial images and plan perspectives to recognise landmarks and basic physical features.	Children to draw their own map to show their journey to school.	Children to draw their own map to show their journey to school. Add labels to show key places and street names.	Children to draw their own map to show their journey to school. Add labels to show key places and street names. Add another map to show getting to school in a different method - eg walking or the car.	<ul style="list-style-type: none"> • Paper • Map of the local area
Milestone 1 To investigate places To communicate geographically	Mapping Be able to 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 Be able to use aerial	Match mapping symbols to words Stick map symbols to a map showing places around our area - supported	Match mapping symbols and create a new map symbol for our school Stick map symbols to a map showing places around our area	Create and make your own map using symbols and compass points To create a map of where I live.	<ul style="list-style-type: none"> • Map symbols • Key words

	<p>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 - To explain where I live. To create a map of where I live.</p>				
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