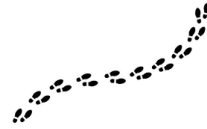


Local Area: How Do We Read Maps and Plan Routes – Term 5



Prior/Key Knowledge	
Local area	Develop and explore our understanding of what is meant by 'local area'. Extending our knowledge from the school setting, to its immediate locality by investigating the specific land use of the local park.
Human and physical geography	Use basic geographical vocabulary to describe key physical and human features within our environment.
Maps	Use aerial photographs, large-scale maps and journey sticks to inform our fieldwork observations. Recognise landmarks and physical features and construct basic symbols to represent them on a map that we create.
Fieldwork	Use simple fieldwork and observational skills to study the geography of our school, and local area to form opinions about the surrounding area.



Key Learning/Knowledge	
Aerial images	These show the main features on a map of a place such as a school, park, shop, church etc.
Images	Geographers use images, words and maps to help them explain what a place is like and how they use it.
Routes	These can be plotted on large-scale maps and aerial photographs to show a journey e.g. from school to a local play park. They can be plotted in different ways but normally follow a logical sequence to the destination.
Geographical vocabulary	Specific vocabulary is used to name and describe familiar places so that we use a common language to describe ideas.
Scale and/or zoom	Maps come in different sizes and formats (paper/digital). We may need to use functions on a digital map to locate places and show detail. Paper maps can be printed in varying scales.
Safety	We need to travel safely so we give prior thought to routes and how to access places in the right way to keep ourselves safe.
Opinion	We will investigate our immediate local area to observe various geographical features. We will then discuss our ideas with our peers to form opinions about what we have found out. We will evaluate the features of a local area and explore how we can improve the area for a positive impact. We will understand that everyone has valid opinions which we need to respect.
Model	A 3-D representation to show how an area might be developed and improved.

Vocabulary	
School grounds	All the outside spaces at our school.
Aerial photograph	A picture of an object or place that has been taken from above.
Map	A two-dimensional representation of an area, showing geographical features and where they are in relation to each other.
Visitor	Someone who goes to a place for a while but does not stay there permanently.
Route	A route shows the starting point and end point of a journey, sometimes with stops in between.
Risk	The possibility that something bad or unpleasant, such as an injury, might happen.
Play area	A space that contains equipment and features that children can use when playing.
Fieldwork	Investigating the outdoors using geographical tools and thinking to gather information or data.
Journey stick	A way to remember a route by collecting items on the route and fixing them to a stick.
Play equipment	Structures that children use for play such as swings, slides, climbing frames and sand boxes.
Opinion	A thought, feeling or belief held by a person or a group of people.
Symbol	Used to show an important landmark, place, feature or area of a map, diagram or drawing.
Place	An area, location or building.



Key Skills	
Maps	With support, use a range of maps (large scale/digital) to identify features within the immediate local area.
Symbols	Use colours and/or drawings to create symbols to show information on a map in the form of a key.

