

## Autumn Planning

### Geography (Year 1)-Routes and Trails

Learning Question	Learning Intention	Impact
How can we find our class mascot?	Children use basic geographical vocabulary to refer to key physical features of the school environment. They go on a Treasure hunt around the school using directional language to find the class mascot.	<ul style="list-style-type: none"><li>• Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li><li>• Use simple observational skills to study the geography of their school and its grounds.</li></ul>
What is our school like?	Children stick photos of different parts of the school onto a school map. They place a coloured dot or shape by each photo and create a key linking to these at the bottom of the page.	<ul style="list-style-type: none"><li>• Devise a simple map and use and construct basic symbols in a key</li></ul>
How do we get there?	Children receive a letter from a visitor asking how to get to our classroom. In preparation, they practise guiding a friend around an obstacle course on the field using positional and directional language.	<ul style="list-style-type: none"><li>• Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li></ul>
How far is that and which way do I go?	Children use their newfound knowledge of positional and directional language, maps and basic symbols to lead a friend around the classroom using instructions. They plot the route on a map of the classroom and add directions with a key.	<ul style="list-style-type: none"><li>• To use locational and directional language (E.g. near, far, left and right) to describe a route.</li><li>• To write directions using measurements of distance.</li><li>• To construct basic symbols in a key.</li></ul>