
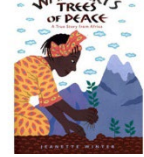

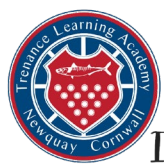


Deep in the Woods

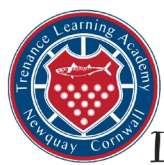
Year 1 Autumn 1

Enquiry Question	What are the features of woods in the UK?				
NC Objectives	Pupils should be taught about: <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Name and locate the four countries of the United Kingdom use basic geographical vocabulary to refer to: key physical features, including: forest, river, soil, valley, vegetation, season and weather, key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. use world maps, atlases and globes to identify the United Kingdom and its countries use aerial 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 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. use simple compass directions (North, South, East and West) 				Key concept Place and space, Scale, Environment Impact
Curriculum Coherence	Prior Knowledge <ul style="list-style-type: none"> To use photographs to look at how the park changes over seasons To use maps of a park, different places and learn how to use a basic symbol and key To learn features of the school grounds and its surrounding environment 			Future Learning <ul style="list-style-type: none"> To use maps and globes to locate the rainforests To use pictures and videos to make comparisons between life in the UK and life in other countries. 	
	Vocabulary Woods Sustainability Deforestation Human features Physical features Trees Leaves	High Quality Text  	Misconceptions A map and key will include all features of a place. All maps look the same and have the same information.	Assessment Distant marking sheet End of topic assessment to inform planning Oracy and in class questioning to inform teaching and retrieval	Cross Curricular Links Science: Parts of a tree Parts of a plant Seasonal change Seed dispersal Common trees and plants

	<p>Sticks Plants animals Maps Symbol Key Compass photograph United Kingdom</p>		<p>Features on a map look the same from the side and an aerial view.</p> <p>North is always forwards.</p>	<p>questions at the start of each lesson</p>	<p>Art Leaves Land art-human and physical</p> <p>Literacy Adventures in Literacy: Little Red Riding Hood, Look What I found in the woods. Recount of trip to Tehidy Woods.</p>
<p>Knowledge Sequence</p>	<p>Lesson 1 – What are woods and where are they located in the UK? This lesson will start by introducing the woods and assessing pupils' prior knowledge of the woods including features, plants and trees. Pupils will then be taken to the woodland area in school and see what they notice (using 5 senses). They will then learn about 4 woodland areas across each country of the United Kingdom (England-Sherwood Forest, Scotland-Glen Affric, Wales-Afan Forest Park, Northern Ireland- Belvoir Woods). The concept of scale will be introduced here by starting with the world and zooming in to the United Kingdom, Cornwall, Newquay on maps of the world. Pupils will be taught the 4 countries of the United Kingdom and locate these on maps and atlases. They will then quiz their partner on the location of each country. Pupils will locate the woods on a map of the United Kingdom in their Geography books and stick them in the correct country.</p>			<p>Locational Knowledge Name the four countries of the United Kingdom. Use world maps, atlases and globes to identify the United Kingdom.</p>	
	<p>Lesson 2 – What are the features of a woodlands? In this lesson pupils will be taught the difference between human and physical features. They will carry out an oracy activity with pictures of features and use their Talk Tokens to take turns to choose a picture and explain whether the feature is a human or physical feature. Pupils will explore maps and photographs of Woodlands to identify different human and physical features. In Geography books pupils will write a list of the human features and physical features they identified. Pupils will learn how features can be represented by symbols on a map and why this is done.</p>			<p>Place Knowledge To name and recognise the human and physical geography of places. Physical and Human Geography Use basic geographical vocab to refer to key human and physical features. Geographical Skills and Fieldwork</p>	



	<p>Pupils will then return to their list of human and physical features and draw a symbol to represent each one.</p>	<p>Use locational language (e.g. near and far, left and right) to describe the location of features and routes on a map. Use aerial images to locate a familiar place. Look at a simple map of the local area and identify the things they know and have seen.</p>
	<p>Lesson 3 – Where is Tehidy woods and what is it like? In this lesson pupils will use aerial photographs and maps to learn about about the location of Tehidy Woods. They will revisit scale by starting at the world then zooming into the United Kingdom, England, Cornwall, finding Newquay and Tehidy Woods on a map of Cornwall. Tell the children we are going to visit Tehidy Woods and discuss how we could get there using features of the map e.g. roads. Teach pupils about the features that make a map including aerial view, symbols, key, compass and how these help us. As a class explore a map of Tehidy Woods and find the features on the map (symbol, key, compass). Oracy activity with Talk Tokens at tables ask pupils to use the map to explain what they think they will see at Tehidy Woods. In Geography books pupils will identify the photograph which shows an aerial view, match symbols to photographs, complete a key by drawing a symbol next to a word and use a map of Tehidy Woods to list the human and physical features they might see.</p>	<p>Geographical Skills and Fieldwork Use compass directions (north, south, east and west) and locational language (e.g., near and far) to describe the location of features and routes on a map. Use aerial images to locate a familiar place. Look at a simple map of the local area and identify the things they know and have seen.</p>
	<p>Lesson 4 – How do people use the woods? In this lesson pupils will first discuss how people use different environments such as a town or a beach. They will then use maps and photographs of different woods to find out how people use them such as for camping, lodges, picnics, café's, dens, to see animals, look and forage plants and flowers (talk about safety around this).</p> <p>Next week we will be visiting Tehidy Woods. Discuss how we are going to use the woods and what activities we will do there. Pupils when then be taught about locational language and how to use a compass, practicing this by directing a friend around the woodland with a compass to reach different features. Using individual maps of the woods all start at a feature</p>	<p>Place Knowledge 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? Geographical Skills and Fieldwork Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Use aerial images to locate a familiar place.</p>



	<p>e.g. the car park and direct a route around the woods returning to the carpark, using compass directions around the path. As a class plan a route you are going to take and discuss what you might see, where you could do the activities and have lunch.</p>	<p>Look at a simple map of the local area and identify the things they know and have seen. Identify land use.</p>
	<p>Lesson 5 – Should we protect the woods? In this lesson pupils will be taught about sustainability and the environmental impact of humans on woodlands and how humans, animals, plants and trees benefit from the woods. They will learn about discuss deforestation and what would happen if all the trees and woods were destroyed. They will learn about what things are happening currently in the world that are a danger to woodlands and what people are doing to try to protect them. Pupils will make a poster of how and why people can protect woodland environments. These will be stuck in Geography books. Pupils to present their poster in small groups using oracy target. These will be videos to capture use of oracy in Geography lessons and show pupils knowledge. They will then discuss how we can protect Tehidy Woods on our visit e.g. what we leave their how we treat animals, plants.</p> <p>Visit to Tehidy Woods At Tehidy Woods pupils will carry out fieldwork in preparation for their map they will create of Tehidy Woods. Pupils will explore the woods searching for different human and physical features as they walk on their route around the woods. In groups take photographs of the features to use as they return to school. Practice this by as a class walking a route around the playground taking photographs and use these to discuss in class.</p>	<p>Place Knowledge 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? Express own views about a place, people and environment.</p> <p>Geographical Skills and Fieldwork Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Children to take photos of interesting things in the local area and explain what the photos show.</p> <p>Look at a simple map of the local area and identify the things they know and have seen.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p>
	<p>Lesson 6 – Can you make a map of Tehidy woods? In this lesson pupils will discuss the fieldwork collected from the woods in small groups they will take turns to place photographs of features they found out at the woods on a simple plan of the woods. They will explain why they think each feature would go in each place. Teacher will then model step by step how to create a map of Tehidy Woods, focusing on aerial view ensuring objects are drawn looking from above, symbol, and key. Pupils will draw this in their Geography book.</p>	<p>Geographical Skills and Fieldwork Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Look at a simple map of the local area and identify the things they know and have seen. Devise a simple map; and use and construct basic symbols in a key.</p>