

Topic Title: Lost in the Library

Year 1 Term: Spring 2



Key question?

What are the similarities and differences between our local area and a Berber village in Morocco?



Skills Taught:

- Understanding of geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country.
- Use of basic geographic vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
- Use of 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, landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use of 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.

Immersion Activity/Provocation: Literature Treasure Hunt! Children to be given a simple map of the school and its grounds with 'lost literature' marked on and become 'Lost Literature Locators!'. By locating the lost literature, the children will work collaboratively to create a library of books linked to this topic – 'Book Blanket' once it has all been located to ignite initial curiosity.

Big Questions:

Describe what you can see in this photograph.

What does this photograph show? Where in the world do you think it might have been taken? Why?

In what ways is this area similar to our local area? In what ways is it different?

What would it be like to be a child living in this area? How would it be the same as your life? Different?

Why might somebody need to use a map?

What features would it be important to include on a map of Halstead?

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Enquiry Question: What would life be like if you were a child growing up in a Berber village?

Focus Texts: *Mirror* by Jeannie Baker, **research others depicting life in the Atlas Mountains.**



	Skills and Knowledge
Some children will:	<ul style="list-style-type: none">• Ask and answer some geographical questions about what a place is like.• Observe some visual similarities and differences between our local area and photographs of a Berber village, identifying some simple key human and physical features of the environment.
Most children will:	<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, and of a small area in a contrasting non-European country.• Begin to identify the location of hot and cold areas of the world.• Use basic geographical vocabulary to refer to:<ul style="list-style-type: none">- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.• 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.• 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.
Some children will progress further and will:	<ul style="list-style-type: none">• Use a wider range of resources to identify the key physical and human features of a location.• Ask and answer geographical questions about the physical and human characteristics of a location.

Enrichment/Outdoor Learning:

Use a range of resources to devise a simple map representing a walk from school to the library, including key human and physical features and basic symbols in a key. Walk to the library to choose more books to add to collection linked to this topic and use observation to refine map.

Forest School Treasure Hunt – use of simple map reading skills, simple compass directions and locational and directional language.

‘Pointing North, South, East and West’ game.

Animations and videos:

https://www.google.co.uk/intl/en_uk/earth/

<https://www.theguardian.com/artanddesign/gallery/2015/feb/25/berbers-in-the-high-atlas-mountains-in-pictures>

Previously on... (Links to prior learning)

Link to Early Years learning; use of everyday language to talk about position and distance, knowledge of similarities and differences between themselves and others, and among families, communities and traditions; knowledge of similarities and differences between places and of how environments might vary from one another.

Key Vocabulary:

compass, direction, north, south, east, west, near, far, left, right

map, symbol, key

area, local, Halstead, Essex, England, town, Berber, village, Morocco, North Africa, hill, mountain, Atlas Mountains

similarity, difference

Cross-curricular links:

Art – developing ideas from a starting point and drawing – children to illustrate their own version of the picturebook *Mirror* by Jeannie Baker, depicting their life and the life of a child living in a Berber village.

Celebration of knowledge and skills gained (opportunities for assessment):

- Children to create their own version of the picturebook *Mirror* by Jeannie Baker, depicting their life and the life of a child living in a Berber village in Morocco.
- Children to create their own simple map of the school grounds, including basic symbols in a key, with an Easter surprise hidden for a partner or a child from another year group to find.

Non-fiction texts: