|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson 7** | Key question: | | | | | |
| **Building on from Year 1:** | * I can name and locate the seas surrounding the UK. * Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features and routes. * I can identify geographical characteristics of countries | | | | | |
| **Key Geography skills focus*–***  *Skills developed with guidance* | * Use first-hand observation to comment on features/patterns/-**Trip to Carn Brea** * I can express a range of opinions on the features of Redruth and suggest improvements that could be made. * Use pictograms, tally charts, and simple tables | | | | | |
| **Teaching Objectives** | **L.O. To create a Redruth Town improvement plan. (Letter to the town council with our ideas)** | | | | | |
| **Key Vocabulary**: physical features and Human features, compass, North, East, South, West, directions, maps, World, Cornwall, Town, Redruth, village, coastal, rural, urban, settlements, heritage, mining, | | | | | | |
| **Resources**   * Map worksheet * PPT * Google Earth * Retrieval sheet | **Locality context barriers to learning**  Children may not have seen a map or a globe before. Limited experience exploring the local area and walking around the town or visiting the local parks etc. | | | **Weblinks**  **Google Earth Street View**  <https://earth.google.com/web/@0,0,0a,22251752.77375655d,35y,0h,0t,0r>  **Redruth Town video**  <https://www.facebook.com/watch/?v=513055922713371> | | |
| **Before the session:** Print out blank map sheet and example map of Redruth.  **Retrieval task:** On your retrieval sheet, mind map everything you have learnt in geography this term.  **Oracy Starter:** What do you like and dislike about Redruth and the local area?  **Main teaching:** Explain that today in Geography, we are thinking about ways to improve Redruth as our local area.  Questions to Ask the children:  Look at this ariel view map of Redruth, what’s different about this map? What does/doesn’t show? When would this map be useful to us?  Explain today’s task of creating a map of our local area, our school or draw a map of Victoria gardens. Watch Redruth town clip to remind us of the town’s features <https://www.facebook.com/watch/?v=513055922713371>. Teacher to create a list of likes/ dislikes/ideas for improvement on the board. Use Google Earth street view to have a closer look  <https://earth.google.com/web/@0,0,0a,22251752.77375655d,35y,0h,0t,0r>.  Create a tally with the children on the board to show the numbers of people who like/dislike the same things and model how to create a class graph to show our opinions. Discuss in triads, what does our town need to be better for children? Teacher to write responses on the board. | | | | | | |
| SEN | | **PKF** | WTS | | EXS | GDS |
| 1:1- Create an image board to show the ways they would like to improve our local area. | | **Adult supported** create a draft for a verbal letter to the town council with our ideas to improve our local area. Use a mind map as a script for them to talk about their ideas.  Adult to record each group | | | Working in pairs to create a draft for a verbal letter to the town council with our ideas to improve our local area.  Adult to record each group | |
| Plenary: How can we do to create a positive impact on our local area? Gather ideas for a community event. | | | | | | |
| Outcomes   * **Majority children can say what they like/dislike about our local area.** * **Most Children can suggest ways to improve our local area.** * **Some children can create an action plan for community development.** | | | | | | |
| Lesson evaluation notes and next steps | | | | | | |