



Holly Park Learning Organiser

Year 1 - Geography (1)

Settlements - Where do I live?



Prior Knowledge:

Children to make sense of their physical world and their community

Children to have personal experiences which increases their knowledge and sense of the world around them – from visiting parks, libraries and museums

National Curriculum Learning Objectives

- Use world maps, atlases and globes to identify the UK
- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of the surrounding environment
- To name and locate the capital city of England
- Use basic geographical vocabulary ; season, weather, town, house, shop, office

Key Vocabulary

aerial view	A photograph taken from above the ground. There are two types of aerial photograph – a vertical photograph (or 'bird's-eye view') and an oblique photograph where the camera is held at an angle. Aerial photographs are often taken from aircraft and provide useful information for map-making and surveys.
features	Characteristics of the environment
local	The area around a specific place eg around Holly Park
man-made	Things made by people.
natural	Things in nature that cannot be made by people
From NC: town, house, shop, office	

General Overview of This Unit:

What are the features (physical and human) of Holly Park and the local area?

Place: Holly Park and Local Area

Focus: Human and Physical Features

New Learning in this Unit:

- Local areas are unique
- Features can be natural or man made
- Our school is in an 'urban' area - a town
- Our town is in a city called London
- Our country is called the UK
- A map is a picture of a place or route with symbols
- An aerial view is taken from above
- We can find things out by looking around us

Essential Knowledge to Progress:

- We live in a small place, which is part of a bigger place (Use nested hierarchy to demonstrate)

Adaptations:

- What can you see in the local area? Play I Spy.



Enquiry Skills - Disciplinary Knowledge

- Teacher led enquiries, to ask and respond to simple closed questions.
- Use information books as sources of information.
- Investigate their surroundings.
- Make observations about where things are e.g. within school, local area.



Session	1	2	3	4	5	6
Enquiry Question	What are man-made and natural features?	Where are we?	What is a map?	What is in our local area?	What things belong in our local area?	Is our local area unique?
Main Teaching Point	<p>Man-made features are things that humans have put in a place. Eg buildings, roads, walls, post boxes etc</p> <p>Natural features are those which would have been here before humans. They are made by nature.</p>	<p>Use a nested hierarchy to determine that we live in Barnet, in London, in England, in the UK, on Earth</p> <p>Use Google Maps street view and zoom out</p>	<p>A map is a picture of a view from above.</p> <p>Give children a map with features and a blank map with blocks/boxes for buildings. Can you put the building in the correct place by using the map?</p>	<p>We can collect information (data) about where we live by going outside and looking.</p> <p>Find local area on map - identify it around Holly Park</p> <p>Fieldwork</p>	<p>Friern Barnet is urban.</p> <p>Lots of human features.</p> <p>Rural things do not belong in our local area.</p>	<p>Our local area is special because we have a huge building which used to be a hospital, causing the houses to be built, and the school to be built, and the transport links to be built.</p>

Map Skills

- Use own symbols on a map
- Use a simple picture map to move around the school
- Recognise that a map is about a place
- Introduce aerial imagery
- Locate the UK on a map



Suggested End of Unit Task:

Children to write some facts each to incorporate into a class big book, about the things that they have found out about where they live.

Fieldwork

Children to walk around the school grounds and around the block to find out what is in the local area.

What can you see? Where did you see it?

How will you record it?

Who put it there? Was it put there by humans?

Why do we need houses? Why do we need roads?

Y1/Y2 Assessment Benchmarking:

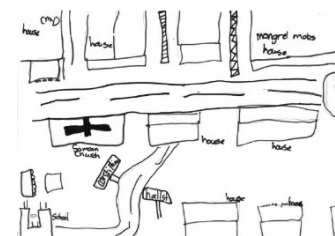
- Children have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK.
- Children show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment
- Children are able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos

Style of Map

- Aerial photo of Holly Park
- Map of Holly Park
- Google Street View of Holly Park and surrounding areas
- Map of UK with countries named
- Nested Hierarchy
- Map of the World

Future Learning from this Unit:

- Humans respond to physical events eg putting up canopies to protect people from rain (Y1)
- Human features around the world are different from one another depending on the physical conditions eg materials, weather, mountains, rivers etc (Y2)
- Countries produce 'raw materials' which are created/found because of the physical features of that place. (Y4)
- An Environmental Region is an area that has a particular type of natural environment and physical features. (Y4)
- Animals and plants living around the world are unique because of the climate, land type, soil, rainfall and vegetation (Y5)



Where?

Holly Park is in the town of Friern Barnet.

Friern Barnet is in London.

London is in England.

England is part of the UK, England, Scotland, Wales and Northern Ireland.



Climate and Weather

The UK isn't too hot and it's not too cold. The weather changes every day and there are four seasons which change throughout the year. The UK gets hotter in summer and colder in the winter.

What are the human features?

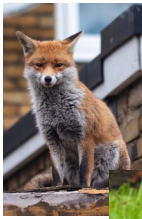
Holly Park is in a town which has many human features. It is an urban area.

Princess Park Manor is an old hospital.

The houses were built to accommodate the people working in the hospital.

The school was built for the children of the workers and the transport and shops were built for them too.

The school was one building (Lower Juniors) with the Infants and Upper Juniors being built at a later date.



What lives in the local area? - Flora

The streets are lined with maple, lime, plane, birch and sorbus

The allotment grow courgette, peppers, onion, garlic, potatoes etc

The school has a variety of plants such as daffodils, holly bushes, garden plants and trees

What lives in the local area? - Fauna

Holly Park is in a town with many people living there.

There is a lot of wildlife such as birds, squirrels, foxes, rats and insects. In the allotment are frogs and newts in the pond.

Many people have pets such as dogs, cats, rabbits and hamsters.



What are the physical features?

Holly Park is on a hill which means that there are lots of stairs and slopes. The grass with the Amazon Climber has a slope.

There are stairs going down into the Junior playground and there is a slide that uses the slope.

The Infant Playground also has a slope and there is a slide and stairs too. There is a stage area with different levels of seating and a steep slope by the Music Lessons Room.

There are three classrooms that have stairs as the ground is on different levels.

The ground in London is mostly clay, so it is firm to build on. Some land is grass for plants to grow.

