
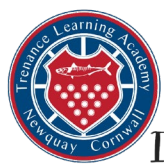


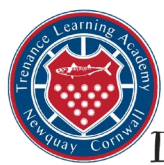
# Me and My Community

## Year 2 Term 1

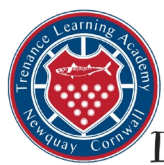
<b>Enquiry Question</b>	<b>What is it like in my community?</b>				
<b>NC Objectives</b>	Pupils should be taught about: <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> <li>use basic geographical 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 world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>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</li> <li>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</li> </ul>			<b>Key concept</b> Place/Space Environment Cultural Diversity	
<b>Curriculum Coherence</b>	<b>Prior Knowledge</b> YF – map of school, fieldwork around the school, knowing where their school is in Newquay and where Newquay is in Cornwall Y1 – 5 oceans, where Newquay is in the world, how we protect our school and Newquay, fieldwork around how clean the beaches are in Newquay		<b>Future Learning</b> Year 2 – Continents around the world Newquay Junior Academy – fieldwork around Newquay		
	<b>Vocabulary</b> Map Key Symbol Aerial view Fieldwork Data Compare	<b>High Quality Text</b> 	<b>Misconceptions</b> A map will include every detail of an area or place. All maps look the same and hold the same information.	<b>Assessment</b> Distance Marking Sheet End of topic assessment – informs planning Oracy – informs retrieval questions	<b>Cross Curricular Links</b> <b>History</b> – Victorians – life in Newquay in the Victorian period Settlements <b>PSHE</b> – Being Me in My World



	Physical and human features Compass directions Location Route		Keys must include every detail on a map.		
<b>Knowledge Sequence</b>	<p><b>Lesson 1 – How can we use maps to find out about Newquay?</b></p> <p>In this lesson children will revisit maps of Newquay. They will build on their knowledge of human and physical features and begin to identify them on the map. They will look at aerial photos and use online maps to find features of Newquay. Children will develop their knowledge of compass points and use them to find North, East, South and West. They will develop their knowledge of using a key and how symbols are using to locate landmarks. Children will begin to create their own symbols to be used on their own maps. During this session children will work with Mr FT and use a drone to fly over our school and community. They will use this drone footage to understand how maps are created and why it is called aerial view.</p>	<p><b>Geographical Skills and Fieldwork</b></p> <p>Use locational and directional language to describe the location of features and routes on a map.</p> <p>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.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p>			
	<p><b>Lesson 2 How do I create a map of Newquay?</b></p> <p>In this lesson children will create their own maps of an area in Newquay. Children will be taught the skills of how to draw different features from a map, from an ariel view. They will use this knowledge to create their own maps of an area of Newquay. Children will be develop their knowledge of how to add symbols and keys to their map. They will also use aerial photos and drone footage to support them in creating their maps.</p>	<p><b>Geographical Skills and Fieldwork</b></p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p>			
	<p><b>Lesson 3 How can maps help me to find places? (Community Classrooms)</b></p> <p>In this lesson children will learn how to describe and follow a route along a map. They will use maps of Newquay to find their way from Trenance School to the Barrowfields. They will use their previous knowledge of compass points to help them to use location language to describe a route. Whilst they are using their maps around Newquay, they will use keys and symbols to find different human and physical features around Newquay. Children will begin to notice the building around Newquay and the type of settlements that make up Newquay town.</p>	<p><b>Geographical Skills and Fieldwork</b></p> <p>Use locational and directional language to describe the location of features and routes on a map.</p> <p>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.</p> <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p>			



	<p><b>Lesson 4 – Who lives in Newquay?</b>          In this lesson children will begin to investigate the people and communities that make up Newquay. We will visit areas around Newquay and begin to collect data about the types of buildings that make up our community. We will use this information to begin to think about who lives in Newquay and why they choose to live here. We will talk about how Newquay is a tourist destination and why people like to visit here. This will then link to our Victorians unit about Newquay in the Victorian Period. Children will speak to local people to determine whether people have always lived in Newquay or if they have moved here and they reason for this move. Whilst the children are conducting their fieldwork, they will visit the sea pools at Towan Beach. Children will learn that the sea pools were built during the Victorian Period to encourage people to come to Newquay on holiday. They will begin to be introduced to the idea of steam trains and that they were built to bring people to Newquay.</p>	<p><b>Geographical Skills and Fieldwork</b>          Collect data using observations and record it in a table.          Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p>
	<p><b>Lesson 5 – How have people impacted Newquay’s surrounding?</b>          In this lesson children will begin to learn about the positives and negatives of how the increase in people is impacting Newquay. We will look at maps and aerial photos to compare how Newquay has changed and developed over time. Children will begin to think further about the impact that people are having on Newquay’s land and environment. Children will revisit Year 1 learning about plastic pollution and consider how an increase of people could impact this positively and negatively. We will consider how the space around Newquay is being used for different purpose (cliffs at Whispery). Children will take part in community work to understand how they can make a positive impact to their community.</p>	<p><b>Geographical Skills and Fieldwork</b>          Use aerial images and plan perspectives to recognise landmarks and basic physical features .          Compare two photos and make suggestions for the cause of differences in people from contrasting countries lifestyles.</p>
	<p><b>Lesson 6 What does the future look like for Newquay?</b>          In this lesson children will think about what the future might look like for Newquay. They will revisit how it has changed over the last 20 years and what it might look like in the future. They will think about the positives and negatives that this might have on the town of Newquay. Children will use their maps skills to create a map of Newquay of what it might look like in the future. The children will use their oracy skills to discuss with the town council about what can be done to help the future of Newquay.</p>	<p><b>Geographical Skills and Fieldwork</b>          Collect data using observations and record it in a table.          Use aerial images and plan perspectives to recognise landmarks and basic physical features.          Devise a simple map; and use and construct basic symbols in a key.</p>



*Inspiration. Passion. Ambition*



	<p>Children will use drone footage to zoom in to the changes that they have made in their community and see how this can be shown on a map.</p> <p>Children will talk with town councillors about the changes they are making and what can be done for the future of Newquay.</p>	
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