

# Lesson 4 Who lives where?

## Learning objectives

### Children should learn:

- that some children live far away from school while others live nearby and everyone travels different distances;
- how to measure and compare the distance of the routes used by the children in their class.

## Success criteria

### Children understand that:

- their classmates live and travel different distances from the school.

## Programme of Study

Develop knowledge about the UK.

## Skills and processes

### Geographical skills and fieldwork:

- Use simple fieldwork and observational skills.

## Prior learning

### It is helpful if children:

- know where some of their classmates live;
- understand the term distance;
- have some experience of measuring.

## Vocabulary

far, nearby, distance, street map, furthest, journey, further, nearer, route, travel, near

## Resources

- Large street map of the area
- String, scissors, drawing pins and sticky labels
- **Activity sheet:** *Find the best route*
- Mapometer (or a similar computer program) for IWB use

## Cross-curricular links

Mathematics

Computing - generate graphs

## Differentiation

Most children will be able to complete the main task on the activity sheet.

Some children can be asked to add further detail and routes to the basic activity sheet.

## Assessment evidence

### Children can:

- measure accurately their own route;
- confidently use the terms near and far and demonstrate this in their work.

## Starter

Ask some of the children where they live and how far it is from school. Ask the class if they know or can guess who travels the furthest distance to school. Is the longest journey in time the same as the longest journey in distance?

Select two children's addresses from the school register and talk about how far they are from the school (e.g.... lives further away than ... ,... lives nearer than ...) by looking on the large street map.

Share the learning objectives and the success criteria with the children.

## Introduction

Using Mapometer (or similar computer program), show the children how distances that are travelled can be measured. Demonstrate how it works on the IWB.

## Learning activity 1

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### Measuring the distance to school

Place the children in small groups (3-4 children in each) and ask them to find the school and where each of them lives on the street map. Help them to measure as accurately as possible the distance between the two, using string and drawing pins or sticky labels, and to cut a length of string accordingly.

## Learning activity 2

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### Comparing distances

Before displaying this length of string on the map the children need to cut another piece of string the same length which can be labelled with the child's name (use a sticky label for this). Ask the children to display their first piece of string on the map.

Once all the children have completed both tasks, ask the children to lay their second length of string next to each other. Discuss the labelled lengths of string (e.g. Whose is the longest? What does this prove?). Ensure that the children understand the significance of the lengths of string and then display them on a pinboard ordered from the longest piece to the shortest.

Label the pinboard with the title 'Our journeys to school'.

## Learning activity 3

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### Finding the best route

The string activity should only be attempted with a small group of children at a time. Provide the rest of the class with **Activity sheet: Find the best route** and ask them to plot the journey two pupils make to school on the map.

## Plenary

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Ask individual children to describe the class about the routes they have completed on to their activity sheet. Which way did they turn? What did they see?

## Extension activities

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Ask the children to time themselves on the way to school to compare the length of time taken for different distances. They can discuss with a partner if they think they live near to or far from the school.

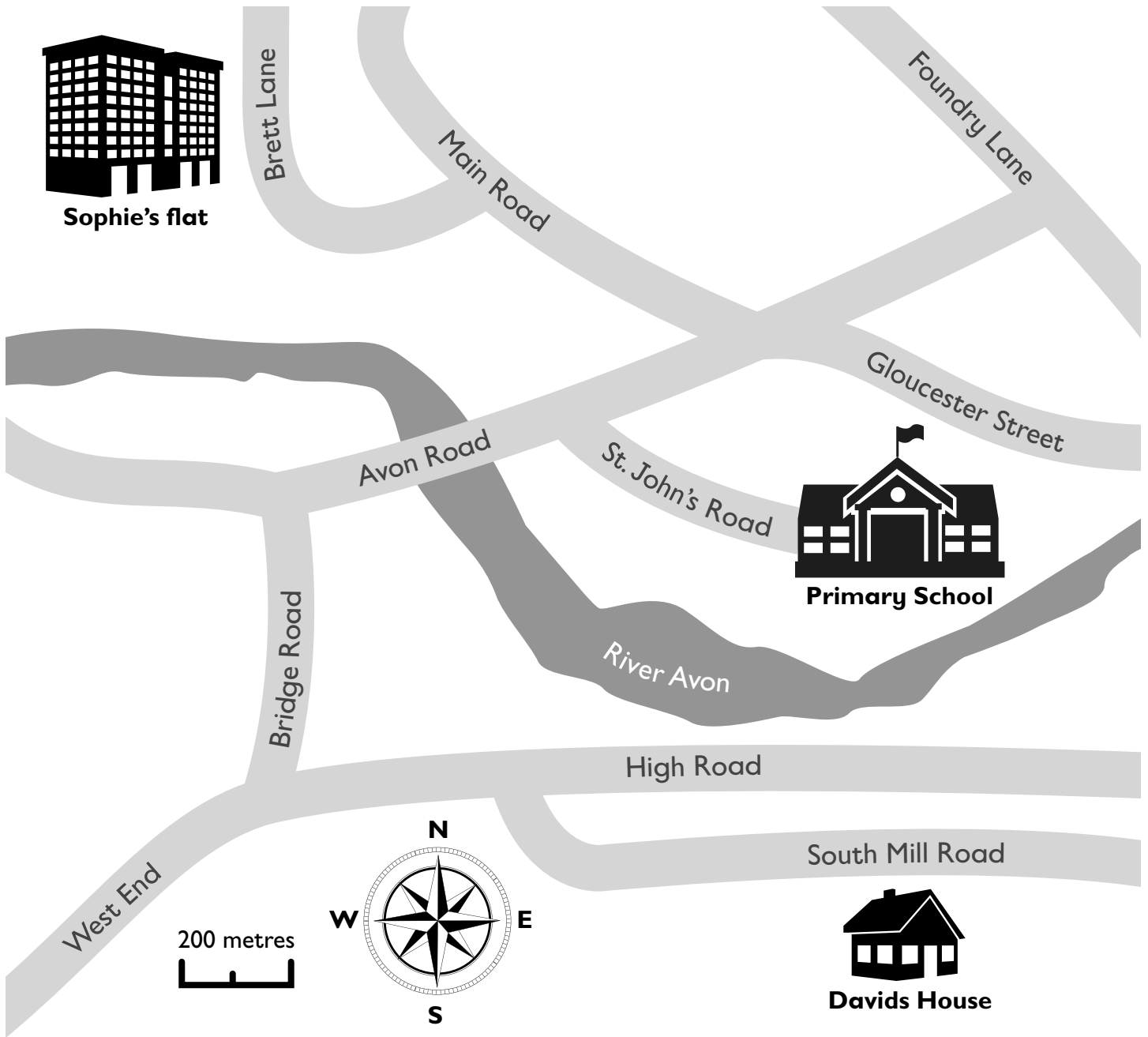
Make a classroom display using a large street map of the area. Taking the school building as the centre point, mark circular 'near' and 'far' zones on the map. Ask each child to draw a picture of themselves and affix their drawings to their home street.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Find the best route



1. Draw the walk the two children have to take to reach their school.
2. Who walks the furthest? \_\_\_\_\_
3. Which route would you prefer to walk and why?  
\_\_\_\_\_

# Lesson 5 The journey to school

## Learning objectives

### Children should learn:

- that everyone travels to school in different ways;
- how to design and carry out a survey;
- to draw a simple graph;
- how to analyse their findings.

## Success criteria

### Children can:

- design and carry out a survey, record their results in the form of a graph and talk about their findings.

## Programme of Study

Develop knowledge about the UK.

## Skills and processes

### Geographical skills and fieldwork:

- Use simple fieldwork and observational skills.

## Prior learning

### It is helpful if children:

- understand the terms design (plan), data (facts) and analysis (explanation);
- are familiar with simple graphs.

## Vocabulary

features, survey, street map, locate, journey, transport, travel

## Resources

- Large street map of the area (you may wish to use Google Maps, Mapometer or a similar program on the IWB)
- **Activity sheets:** *How do you come to school? Analyse your results*
- An outline bar graph

## Cross-curricular links

Mathematics – bar graphs

## Differentiation

For this lesson it may be useful to pair children of different abilities. The common task can be stepped in difficulty to become successively more demanding:

Most children will be able to complete the survey sheet.

Some children will be able to design their own survey sheet.

Some children will be able to explain how to draw conclusions from their findings.

Some children should be able to analyse their findings in writing.

## Assessment evidence

### Children can:

- use the table provided or design their own survey;
- handle the survey data;
- use the information gained in an analytical way.

## Starter

Look at the map (or using IWB) and locate the children's homes. Discuss how the children get to school and ask individual children to recount their journey.

Share the Learning objectives and the Success criteria with the children.

## Introduction

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Show the children where a friend of yours lives on the IWB. Ask the class to come up with a number of alternatives for her to come to school to visit you.

Ask the children about direct routes, quickest routes and most convenient means of transport. Ask the children to justify their thinking.

## Learning activity 1

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### A transport survey

Ask the children to move into groups according to the main type of transport used to get to school each morning (e.g. on foot, bicycle, car, taxi, bus, train). Count the number of children in each group and list them on the board. Which is the most and the least popular form of transport? What could the reason for this be? Explain that you have carried out a survey.

## Learning activity 2

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### Recording survey data

Working in pairs, ask the children to record the survey data on the **Activity sheet: How do you come to school?** or to design their own survey data record. When the children have recorded the data, show them how to represent the information on a bar graph. Provide an outline bar graph with 'X'-axis (walk, bicycle, bus, car, other), 'Y'-axis (numbered units as appropriate), and then ask the children to construct their own bar graph. (If it is available some children may complete this activity using appropriate software).

## Learning activity 3

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### Analysing the survey results

Ask the class why they think different children use different forms of transport. Distribute the **Activity sheet: Analyse your results** and ask children to complete it explaining why they think individuals travel in different ways.

## Plenary

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Display examples of the children's own methods of recording data and also use the graphs drawn. Ask children to read some of their sentences giving reasons for using the different transport types.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## How do you come to school?

Ask the children in your class how they come to school.  
Put the information in the table below.

| How do you come to school? | Tally | Total |
|----------------------------|-------|-------|
| Walk                       |       |       |
| Bicycle                    |       |       |
| Bus                        |       |       |
| Car                        |       |       |
| Other (e.g. train, taxi)   |       |       |

Which form of transport is used by most children?

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Which form of transport is the least popular?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Analyse your results

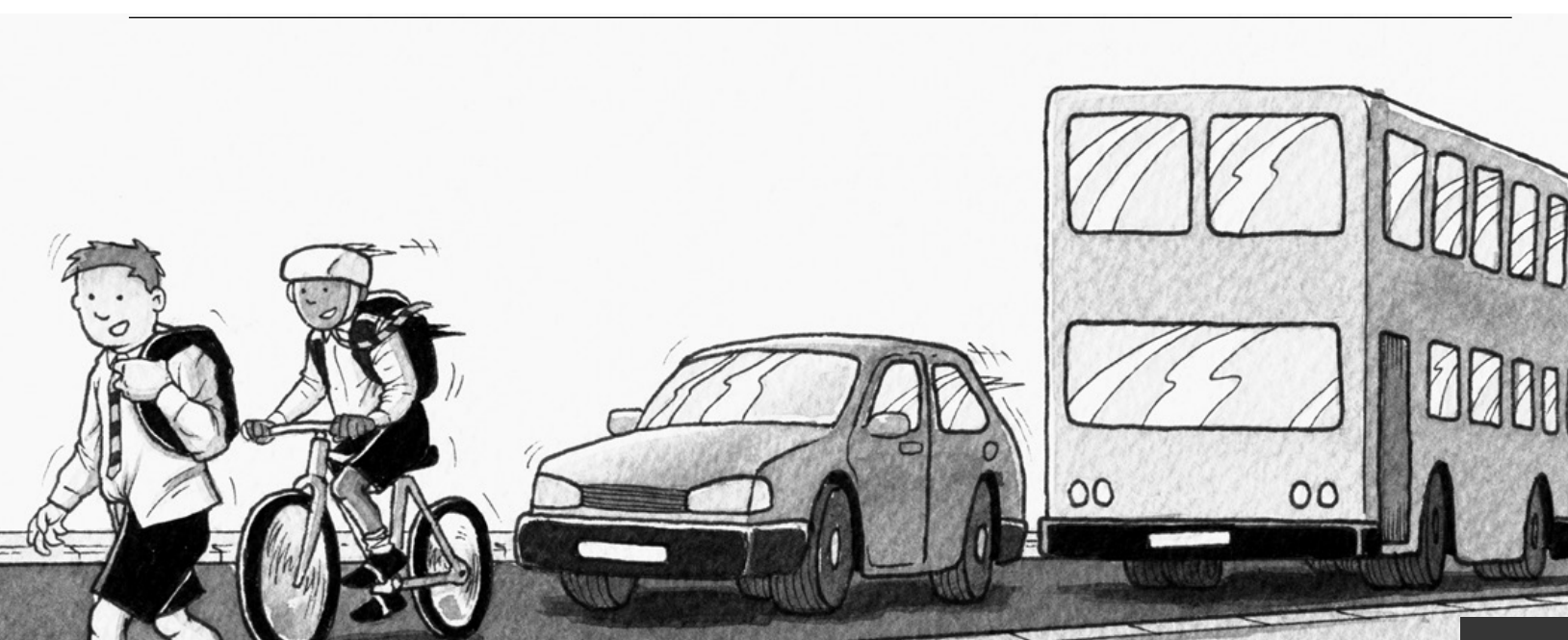
Write sentences to explain why some children walk and others come on bicycles, in cars or on the bus.

\_\_\_\_\_ walks to school because \_\_\_\_\_

\_\_\_\_\_ comes to school on a bus because \_\_\_\_\_

\_\_\_\_\_ comes to school by car because \_\_\_\_\_

\_\_\_\_\_ rides a bicycle to school because \_\_\_\_\_



# Lesson 6 Where is the school?

## Learning objectives

### Children should learn:

- a sense of place: the relationship between home and school;
- to draw a picture map of their route from home to their classroom.

## Success criteria

### Children can:

- draw a picture map of their route from home to the classroom identifying key features.

## Programme of Study

Develop knowledge about the UK.

## Skills and processes

### Geographical skills and fieldwork:

- Use simple fieldwork and observational skills.

## Prior learning

### It is helpful if children:

- are familiar with directional words: left, right, uphill, downhill;
- know the route they take to school.

You may wish to have completed Lesson 15 from the Core section on simple compass directions before this lesson.

## Vocabulary

surrounding area, journey, features, left, right, uphill, downhill, north, south, east, west, map

## Resources

- **Activity sheet:** *My route from home to school*

## Cross-curricular links

Computing - children can use geographical mapping software to produce their own imaginary or real picture maps.

## Differentiation

This is a common activity differentiated by outcome.

Most children will be able to produce a reasonable map.

Some children should be able to produce an accurate and detailed map.

## Assessment evidence

The children can draw a picture map with an understanding of what is required in the form of street furniture and features they pass on the way.

## Starter

Where is the school? Ask the children to describe the surrounding area to a partner using geographical terms. Describe to the children part of the journey you make from your home to school. Make a point of emphasising certain relevant geographical features you pass on the way and list these on the IWB.

Share the learning objectives and success criteria with the children.

## Introduction

Explain that the children are going to have to visualise their route to school and not only recall the names of the roads but to try to recall the street furniture they pass on the way and any geographical features they have observed. Did the children use any of the terms you used when they talked to their partner?



## Learning activity 1

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### Drawing a picture map of the route to school

Ask the children to think about the route they take to school. Is there any choice in their route? Ask the children to list, in order, at least four geographical features they pass on their route and then to draw these on to the **Activity sheet: My route from home to school**.

Prompt the children with questions which help them to recount features (e.g. *What can you see when you cross the road?*). Next, ask the children to draw a picture map of the route they take, which should include all the features they drew in the boxes.

## Plenary

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Where am I going? Ask the children to describe a route with a clear starting point to a partner. When they have described the route, their partner must tell them where the finishing point is. Did they describe the route clearly enough to finish in the right place?



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## My route from home to school

Draw and label one feature you pass on your way to school in each box. Begin by drawing your house and end by drawing your school.

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Draw a map of your route from home to school.

# Lesson 7 Describing my route to school

## Learning objectives

### Children should learn:

- to describe geographical features on their route to school;
- to compile a personal word bank of geographical terms;
- to give descriptive directions using adjectives.

## Success criteria

### Children can:

- compile a description of their route using geographical vocabulary supported by appropriate adjectives.

## Programme of Study

Develop knowledge about the UK.

## Skills and processes

### Human and physical Geography:

- Use basic geographical vocabulary to refer to key physical and human features.

## Prior learning

It is helpful if children understand and can give simple directions.

## Vocabulary

appropriate adjectives, directional words, features, route, directions

## Resources

- **Activity sheets:** *My geographical word bank, Describing my route*
- A reading book such as *Rosies Walk* by Pat Huchins

## Cross-curricular links

Literacy

## Differentiation

Most children will be able to write brief descriptions. Some may need in-class assistance to scribe their ideas.

Some children should be able to produce carefully considered descriptions.

## Assessment evidence

- Produce a piece of writing that uses adjectives appropriately.
- Write a set of clear simple directions.

## Starter

Ask the children to recall the route they take to school and how they would describe the features they pass. As a class go over previously learned geographical features that the children encounter on the way and ask them to add words describing the features (e.g. long, wide, busy, noisy, neat, leafy, new, old). List the describing words on the IWB.

Share the Learning objectives and the Assessment criteria with the children.

## Introduction

Read the children the story of *Rosie's Walk* by Pat Huchins and ask them to not shout out:

Ask the children to stand up if they recognise a geographical term and put their hand up if they can describe the term when they hear any geographical terms and describing words.

Re-read the story telling the children if they were correct.

## Learning activity 1

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### Compiling a geographical word bank

Tell the children they are going to write a list of directions describing their route to a friend. Ask them to use the **Activity sheet: *My geographical word bank*** to make a list of all the geographical words and appropriate adjectives they think will be useful to describe their own route to school.

## Learning activity 2

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Provide the **Activity sheet: *Describing my route*** and ask the children to write a list of simple directions describing the route from their house to their classroom. When they have completed their activity sheet ask them to try out their directions on a friend. Encourage them to ask for ways in which the directions could be improved with different geographical terms.

## Plenary

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Finish the lesson by pointing out that adding detail to directions can help to make them clearer. Remind the children that they can continue to add words to their personal word bank in the forthcoming lessons. (You could give an estimate of the number of words for them to collect.)

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# My geographical word bank

Make a list of useful geographical words.

|          |  |
|----------|--|
| near     |  |
| far      |  |
| building |  |
| left     |  |
|          |  |
|          |  |
|          |  |
|          |  |
|          |  |
|          |  |
|          |  |
|          |  |
|          |  |
|          |  |
|          |  |
|          |  |



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Describing my route

Write sentences to describe how you get from your house to the classroom using words from your word bank. The first one is started for you.

1. I walk out of my house and turn \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. I have arrived at the classroom door.