

## Outline Plan

### **Living things in the school environment**

#### Geography enquiry and skills

**To ask geographical questions** – Starting question - Can I live here? List the animals we might expect to find.

**To observe and record** – recording animals and plants living around our school, record using photos, audio recordings, video, sketching. Use Dazzle to draw some of the animals.

**To express their own views about people, places and environments.**

**To use geographical vocabulary** – field, playground, pavement, hedge, trees, buildings, nest, leaf litter, grass. Display these words in the classroom. Children to make a picture glossary of habitats using these terms.

**To use fieldwork skills** – mapping, sketching.

**To use globes, maps and plans at a range of scales.** Use Google Earth to look at an aerial photo of the school. Annotate the picture with captions.

**To use secondary sources of information.** Research habitats using the internet and nonfiction texts (literacy link).

**To make maps and plans** – make maps of the field etc and plot findings. Annotate maps with photographs taken around the school grounds. Children to annotate these maps by putting information into text boxes next to the appropriate photos.

#### Knowledge and understanding of places

**To identify and describe what places are like.** A group of children to make a commentary to go with short video of school environment. Write questions for the animals to answer; squirrel, mouse, pigeon, robin, and hedgehog. Add speech bubble to photo of the animal, write the answer in it.

**To identify and describe where places are** – plot some of the habitat locations on maps, talk about where these places are using appropriate geographical vocabulary.

#### Knowledge and understanding of environmental change and sustainable development

**To recognise how the environment may be improved and sustained.** Look at the school environment and the habitats it affords. Discuss how these habitats are affected by human activity. Make a list of all the things we can do to ensure that the environment stays stable.

#### Breadth of study

**Study at a local scale**

**Carry out fieldwork investigations outside the classroom.**