**Year Group: Y2**

**Subject / Theme of Lesson:**

Geography – Develop geographical skills and fieldwork through:

• Aerial photographs

• Maps

• Compass directions

**Pupil Age: 6-7**

The Swanage Pier Trust has prepared this plan, presentation and resources for school groups visiting Swanage Pier. The plan and teaching resources are editable to enable them to be tailored to the different needs of student groups.

**ICT Opportunities:**

Digital photographs – child led

Video diary – child led

Compass app – teacher led

**Vocabulary:** Map,key, compass**,** North**,** South**,** East, West

**Resources:**

Swanage Pier Presentation

Swanage Pier worksheets photocopied

Compass

**Link to next session:**

Understanding maps. Use real maps to identify key physical features and key human features.

**NC References:**

Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map

Ge1/1.4c 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

**Links to PSHE, Citizenship or Global Citizenship:**

* Collaboration
* Team building

Communication

**Timing Overview of lesson**

**5 min Introduction to the theme.** Develop geographical skills and fieldwork through aerial photographs, maps and compass directions

Discuss learning objective and aims.

**40 min. Presentation**

Presentation can be delivered in the classroom or in the Swanage Pier education room. Once a task is explained children should be given time to work out the answers in groups before discussing the answers as a whole.

**Presentation Differentiation:**

LA: TA to provide support to students who are challenged by the tasks

MA: Offer peer to peer support to students who are struggling to complete tasks

**1 hour Activities**

Activities should be completed on Swanage Pier. In bad weather the Swanage Pier education room can be used as this provides a view of the Pier. The details of each activity should be read aloud to the whole group.

Show thumbs to check understanding.

Activities can be completed as a whole, in pairs or in small groups.

**Activity Differentiation:**

**LA:** Additional support to be provided by teaching assistant to help guide students through the activities

**MA: Students will be encourage to extend activities as follows:**

**Activity 1 –** What else can be spotted on the photograph, add labels for other features that can be spotted

**Activity 2** – Can you work out where NE, SE, SW and NW would go on the compass, add these to your compass

**Activity 3 –** Provide a detailed description of what you can see in each compass direction

**Activity 4 –** What other symbols would be helpful? Create your own symbols and add them to your map.

**Activity 5 –** Create directions to get back to your original location.

**5 min Plenary / Reflection on the learning**

Children discuss with learning partner/person next to them about one aspect they have learned about today.

Initiate discussion based upon their experiences and question it further through a diologic based approach

**How the learning will be assessed:**

Teacher/Facilitator: Observation/Questioning/photography/discussions

Child led: Photography/video/discussions/peer

**‘Child Speak’ Objectives:**

1. I can tell the difference between a map and an aerial photograph

1. I can use a key to identify features on a map
2. I can write the directions on a compass (N, S, E, W)
3. I can use compass directions to find features on a map

**Learning Objectives:**

To know the difference between an aerial photograph and a map

To locate features on a map

To know the compass directions and where they are located on a compass