



Overview



Main Subject: Geography

Introduction

Children will visit one of the villages found around Morecambe Bay. Children will conduct a walk around the village and will investigate and record what they find.

Rationale

This is an opportunity for children to widen their personal experience of the bay



Impact and Outcomes



Impact:

Children will expand their knowledge and understanding of Morecambe Bay by identifying villages on a map.

Children will further their awareness of the geographical and historical features of a village through fieldwork.

Children will consider how villages might be looked after and be pleasant places to live in

Outcomes:

Children will design their own village

Curriculum Links, Prior Learning & Key Vocabulary



Curriculum Links

Geography:

- devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills

Prior Learning

- To have discussed what a village is and what kind of features would you expect to find there.
- To be familiar with the features of their own location through use of a map, aerial photography and through fieldwork
- To have discussed what things children would like to see in a village

Key Vocabulary

Village, common village physical and settlement features (e.g. church, shop, post office, school, main road, river, farm, canal etc) common house types, similar and different, map symbol, key.

Locality-Based Experience



Children will undertake a walk around the chosen village and will have key features of the village pointed out to them. Children will be asked to identify features, to talk about what they can see and to take photographs. At the end of the visit the teacher will ask the children what they remembered seeing and what they liked.

Suggested Learning Opportunities



“In the Locality”



- The teacher will lead the children on a teacher prepared ‘discovery route’ around the chosen village. Children with support from other adults will be encouraged to observe and talk about what they can see. Children will take photographs of different features to record their visit.
- Children complete a simple village checklist survey (see additional resource sheet for suggestions)
- At the end of the walk the teacher will ask children what they remembered seeing and what did they like best.

“In the Classroom”



The teacher will revise the visit experience by sharing the results of the village checklist sheet and the photographs taken by the children took and identifying which features were seen and what are their names and how can they be described. Children will be encouraged to discuss which features are similar and different to the features seen in their own location and to talk about what they liked and disliked about the village, whilst photographs could be printed out and sorted into ‘similar’ and ‘different’ to my place.

The teacher will then introduce a map of the village and children will be helped to identify where the features they took photographs of can be found. The teacher will clarify the use of map symbols and a key to show features.

The teacher will revise the common features of a village and ask; ‘did we see a...?’ and then use this conversation and the displayed photographs taken by the children on their visit to inform the main task.

Children will then use this experience to design a map of their own village with symbols and a key. This could be done using map making technology or in 3D form with junk modelling materials.

Further Links



Types of settlements <https://www.bbc.co.uk/bitesize/articles/zrbvjhv#zr4rcmn>

KS1 Home Learning video <https://www.youtube.com/watch?v=n0ahenEFhu8>

Village hunt checklist suggestion <https://www.twinkl.co.uk/resource/t-t-27806-village-hunt-sheet-checklist>

