|  |  |  |  |
| --- | --- | --- | --- |
| **Oh, No It’s The Gruffalo!! – A Geography Unit for Infant Children.**  [http://www.londongreenafrica.com/wp-content/uploads/2014/11/juliadonaldson_big.jpg](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjviqekxuDLAhXFWRQKHRiNB-4QjRwIBw&url=http://www.londongreenafrica.com/gruffalo-tame-those-smug-mummies-please/&psig=AFQjCNFpnwXbjXwoqZSJyZ76JKSq7K45jw&ust=1459157166833846)  The Gruffalo written by Julia Donaldson, with pictures by Axel Scheffler, is extremely popular with young children (and adults!!).  It provides a unique stimulus for planning and delivering meaningful, exciting and challenging Geography for infant aged children. (And indeed older primary aged children).  In this unit children will be given the opportunity of investigating their school grounds, a local area of woodland or open space and more distant forests in other parts of the world. Outdoor learning is at the core of this unit. Fieldwork is a statutory component of the National Curriculum. We must plan to give children and young people, wherever possible, the opportunity for ‘touching geography’.  The Gruffalo will help them to begin to explore from a local to global scale.  Please remember that the learning pathway outlined below is merely a collection of ideas which are linked to requirements set out in the Geography National Curriculum statutory order for Key Stage 1.  Use this planning to suit the needs of your children in their school and locality. Please alter it as you see fit. Use as much or as little as you like.Each key question is not necessarily one teaching session – If you require any additional information – **jeffsgeog@yahoo.co.uk**  **Picture Source – Google Images** from **The Gruffalo – Julia Donaldson and Axel Scheffler – Puffin Books – ISBN 978-0-14-240387-7**  **Key Geographical Outcomes for this unit –** against which children **could** be assessed individually **– curriculum integrated assessment.**  **-**To **recognise, identify and begin to describe** features in the school grounds and immediate locality of the school  -To **recognise and identify features** found in a local wood. To **begin to describe** the character of a wooded area in the school locality. (or open space)  -To **recognise, identify and describe** the main features of a tropical rainforest.  -To **begin to compare** two wooded localities. For example a rain forest to a local wood or a rainforest to the wood where the Gruffalo lives. | | | |
| **Locational Knowledge**  Includes  -To locate key features and areas of the school grounds.  -To locate key features and areas of the school locality.  -To locate woodland areas and other open spaces in the immediate locality of the school.  -To locate and name the continents and oceans of the world.  -To locate and name the main tropical rainforests of the world. | **Place Knowledge** includes  -To recognise, identify and begin to describe features and areas of the school grounds.  -To begin to compare two areas of the school grounds.  -To recognise, identify and begin to describe features in the immediate school locality.  -To recognise, identify and begin to describe the key features of tropical rainforests  -To begin to compare localities | **Human and Physical Knowledge** includes  -To recognise, identify and begin to describe activities taking place in the school locality.  -To recognise and begin to identify features in a British woodland.  -To begin to describe the environment in a British woodland.  -To recognise, identify and begin to describe the key characteristics of a tropical rainforest environment.  -To begin to compare two different forest localities – for example a wood local to school to a tropical rainforest. | **Geographical Skills** includes  -Follow simple trails for example paw-print and picture trails in the school grounds and immediate locality of the school  -Construct labelled maps to show features passed along trails followed.  -Construct a large floor map of the world to show the location of the continents, oceans and rainforests  -Introduce letter and number coordinates. -Use postcodes to locate features  -Collect primary geographical information and data using appropriate techniques. For example when investigating the school grounds and a local woodland.  -Use simple GIS to collect information for example [www.geograph.org.uk](http://www.geograph.org.uk) Google Street view and the BBC weather site  -Use 1:500 and 1:1250 OS maps to plot routes and to locate features.  -Use infant atlas maps of the world to locate and to name the continents, oceans and areas of tropical rainforest.  -Collect information on rainforests from a range of appropriate secondary geographical source materials. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Question** | **Learning / Possible Assessment Objectives** | **Agreed Learning Pathway –**  Examples of activities – strategies – resource requirements etc. | **Teaching notes** |
| **What are our school grounds like?** | -To follow a simple set trail in the school grounds.  -To make a simple trail (Gruffalo trail) map marking on key features seen along it.  -To locate, recognise and identify key features in the school grounds.  -To begin to describe key features in the school grounds. | -Set out a **paw-print trail** (using the shape of the Gruffalo’s paw) around the school grounds for the children to follow. **(1)** At the end of the trail place in a ‘den’ a soft toy Gruffalo for the children to locate.  -Show the children pictures of mystery prints that you have found in the school grounds– your own shoe print, that of a child, a bicycle or car tyre mark and a strange print (of a Gruffalo paw). What on earth are they? What could they belong to? What is my footprint like? (Make their footprint in a sand tray). Alternatively show them tracks sheet **(2)**  -In small groups the children follow the paw print trail with adult helper (it is an exploring, **talk recording** and **picture taking \*\*** trail). At the end of the trail the children locate the Gruffalo **Oh no! It’s a Gruffalo.** -**Read the Gruffalo story to the children** either outside or in class  -Children create maps of the route that they took as they followed the footprint trail. Add labels to show features of the school grounds they passed. If you wish use I pads to enable them to make talking maps.  -Children, working in their teams, use the pictures **\*\*** that they have taken to create a picture book to show the Gruffalo what the school grounds are like. Each picture will need a short label or descriptive sentence. You may wish to include a map of the school grounds marking where each picture was taken – use a letter and number grid to help the Gruffalo locate where it is in the grounds. (Introducing letter / number coordinates). | You will need a copy of the Gruffalo  You will need to make Gruffalo paw prints.  **(1)**For ease of managing your class - one trail can be set with different groups of children following it at different times of the school day.  The trail can be differentiated by using different colour paw prints.  <http://www.field-studies-council.org/publications/pubs/a-guide-to-british-mammal-tracks-and-signs.aspx> Cheap / great resources for animal tracks **(2)** and other outdoor identifications. |
| **Key Question** | **Learning / Possible Assessment Objectives** | **Agreed Learning Pathway –**  Examples of activities – strategies – resource requirements etc. | **Teaching notes** |
| **How are areas of our school grounds similar and different?** | -To recognise, identify and describe features in, and areas of the school grounds.  -To collect primary geographical information in the school grounds  -To begin to compare two areas of the school grounds – similarities and differences. | **Show and tell** the picture books created for the Gruffalo. Now let’s try and explore the grounds in more detail.  **Mystery Envelopes – Special Places**  -The children work in small detective teams. During the introduction each team is given an envelope containing a picture of a location in the school grounds. It is **the special place** that they are going to investigate – only members of their team need to see the picture.  -During the introduction discuss the types of clues (geographical) that they might collect to tell others in the class later about their special place. For example – drawings, pictures, rubbings, artefacts, words and short descriptions, simple measurements / estimations, sounds and emotions / feelings etc.) **(4)**  **-**Children decide the best route to their special place and thence move on to collecting (with an adult helper) clues about it. Note – this is collecting primary geographical data and information.  -Children return to the class space and sort the information that they have collected, ready to present them to their peers.  -Teams present their findings to the class in turn – can the class work out where in the school grounds the groups’ special place is located?  -After the feedback, the clues for each group can be placed around a wall map of the school grounds. (**Look Gruffalo these are some of the special places in our school grounds).**  **-**Children work with another group. – They remind each other about their special place and thence begin to create a list of things that are similar and different about their places.  This will help them to begin to talk, and if needs be write, comparatively.  **You may wish to use two hoops from the play store set up as a Venn diagram to help the paired groups sort and compare their two special places. (5)** | **(4)** You may well want to discuss with them the equipment that they could use to collect their clues. As they develop as geographers they will be able to select their own fieldworking equipment and begin to be selective about the ‘appropriate’ techniques they use.  **You may wish the children to discuss places in the grounds that the like and dislike. The latter can be used as a starting point for suggesting improvements to the grounds to the Headteacher and a member of the governing body**.  **School Grounds Improvement Planning!!**  **(5)** Providing a simple framework for young geographers to sort similarities and differences – to begin to compare / contrast.  Helping them to ‘think through geography’. |
| **Key Question** | **Learning / Possible Assessment Objectives** | **Agreed Learning Pathway –**  Examples of activities – strategies – resource requirements etc. | **Teaching notes** |
| **How do we get to our local wood?**  (see teaching notes) | -To recognise, identify and begin to describe features in the locality of the school.  -To follow a simple trial / route in the school locality.  -To create a labelled picture map to show features on the route taken between school and the local wood / open space. | **Out and About in the Local Area**  -Introduction - Use [www.geograph.org.uk](http://www.geograph.org.uk) (which is an outstanding GIS site for exploring pictures of different locations in the UK), to investigate images, taken by different people, of the school locality.  -Use the school postcode to get selected pictures onto your class whiteboard. **(6)** For each picture you have selected.  Can the children recognise, identify and begin to describe features that are shown in the photograph?  Do they know the name of the place shown – for example the street, building or open space name?  How might you get to this location from the school? (Talking maps using appropriate terminology including directional terms).  -Remember in the Gruffalo book the mouse walked through a wood.  Use [www.bing.com/maps/aerial](http://www.bing.com/maps/aerial) [www.geograph.org.uk](http://www.geograph.org.uk) and  OS 1:1250 maps (see notes ref Digi Map for Schools) etc.to help the children to locate a small area of woodland in the school locality. **(7)**  The Gruffalo could be in this wood! – Oh no!!!!!  Discuss with the children which would be the quickest and safest route to follow to get to ‘your’ woodland. If you so desire, this can be plotted live on 1:1250 map using **Digi Map (8)**  **See note (7)** – if you do not have a small patch of woodland within walking distance of the school, then the route can be to another type of open space such as a common, village green or play park etc.  -Follow a prepared route to the selected wood or open space. (The more helpers the better – as this will allow for smaller groups)  -On the route talk to the children about the features that you pass and what is happening in the local area on the day of the walk. (Remember geography is a ‘dynamic’ subject – no day is the same in their locality)  -Give each child an A4 sheet with small photographs of features that they will pass on the route to the wood / open space (differentiation by number of pictures or level of difficulty) Children tick off the ones that they see on route. Their very own I Spy Trails  **\*\***  Don’t forget to give each child a local area detective badge or certificate at the end of the route – proving that they – **found the features.** That will be something to show the Gruffalo!!  Back in Class **Happening today in (school postcode) Gruffalo.**    -Each child tells the Gruffalo one thing that they saw on the route to the woods that excited them / that they found very interesting – these can be recorded on an I pad or similar.  -Children use the pictures from the route to help them to make a picture map of the journey from the school to the local wood (or open space).**(9).**  Encourage them to add labels to their maps and extra features that they might have seen.  **\*\* You can still buy I Spy books they are absolutely magic. You may wish to show parents and guardians for activities at home.** | **(6)** Extra from [www.geograph.org.uk](http://www.geograph.org.uk)  What does this site show the world about our place?  What do we want the world to see about our place?  **With your help the children can put their own pictures and captions up onto this magical site.**  **(7)** The ‘patch of woodland’ need only be a few trees clustered together.  If you do not have a ‘patch of trees’ – a small coppice etc. use another type of open space for example a grass area or neighbourhood play park  In this case - The Gruffalo can be taken to meet Percy the Park Keeper.  **(8)Digi map for schools is well worth the annual charge.** Look at the site – try it out. It is a GIS that can be used for all ages.  **(9)** Children can cut and stick the pictures to help them to construct a picture map  Check order and spacing of features – also labels and additional features.  Get the children to talk through their maps with the adults who collect or deliver them to school. |
| **Key Question** | **Learning / Possible Assessment Objectives** | **Agreed Learning Pathway –**  Examples of activities – strategies – resource requirements etc. | **Teaching notes** |
| **What is our local wood really like?**  **How is our wood similar and different to the wood that the Gruffalo lives in?** | -To recognise and begin to identify features found in a local wood.  -To begin to describe the character of a local woodland area.  -To begin to compare the wood where the Gruffalo lives to a wood in the locality of the school. (similarities and differences) | **Re read the Gruffalo** – Talk with the children about each picture – especially focusing on the character of the woods - the woodland floor, colours and shapes of the trees, types of trees, insects, animals, flowers and fungi etc. **(10)**  **Woodland Detectives – Visit to a Local Wood.**  A scavenger hunt sheet of items to collect and photograph will focus the children on exploring the wood. Give them time to use their senses to get a real feel for the woods  Remember that some children may not have ever visited a wood, or interacted with a woodland system.  Activities – the list is limitless – **you will have your own activities to suit the needs of your children**. They might include:-  1-Woodland identifiers – using tree, animal, bird and fungi etc. naming cards to help them to begin to identify the flora and fauna– **see resources form the Field Studies Council**  2-Story book writers See Shirley Hughes – When We Went To The Park - ISBN 0-7445-0301-9 – Use this book as a model for creating a woodland story book with groups of children. For example  **The Day We Went To OUR Woods** we saw – **One** tall tree reaching to the sky. **Two** squirrels rushing up a trunk (Up to 10 and thence)…and more leaves on the ground than we could count.  3-Artefact collectors / display makers – leaves, twigs, fruits / nuts etc.  4-Colour matchers / colour detectives – colour collectors – how many browns and greens can we collect. **(11)**  5-Leaf shape explorers – how many different shaped leaves / which trees might they belong to?  6-Measurers and estimators – for example the height and circumference of the trees  7-Sound collectors – deep in the woods – woodland music makers  8-Sketchers – field sketching / drawing  9-Word collectors – can we create a woodland alphabet – to make a woodland alphabet frieze back at school. A – Acorn B – Beech etc  10-People watchers – who uses the woods and why. Evidence collectors – What evidence is there that people have been in the woods?  11-Woodland photographers – black and white and coloured images  12-Opinion collectors – group feelings.  13-Woodland rubbings – those different barks.  **We didn’t see you there Gruffalo!!** – thought you might like to know about our woods!  Back at school recap on all of the group activities and findings. You can create a woodland detective table in your classroom to showcase all of the findings from the children’s woodland visit  The children produce woodland drawings or paintings to help describe to the Gruffalo exactly what the wood that they visited was like. Children describe what they have drawn / painted and why they chose to include items in their outcomes. **(12)**  **Work with the class to** begin to compare the local wood with the one that the Gruffalo is in in the story book. | **(10)** You can introduce the main groups of trees – evergreens (conifers) and those that lose their leaves in winter (deciduous).  You can develop your own school ground tree detective activities for play and lunch times  Have name plates that identify different trees in the school grounds.  **Get the Woodland Trust Tree App loaded for use.**  Field Studies Council – recognition cards are brilliant – Tree Name Trail (see publications)  See also  **Woodland Trust** – **activities for children and adults –** place some of the activities on the school website for parents / guardians to review and undertake if they wish with their child (ren).  **(11)** Use colour charts from a DIY store for colour matching  **(12)** The display can be shared, on an agreed date and time, with the adults that collect the children from school. |
| **Key Question** | **Learning / Possible Assessment Objectives** | **Agreed Learning Pathway –**  Examples of activities – strategies – resource requirements etc. | **Teaching notes** |
| **Where is the world do we find tropical rain forests?** | **-To locate and name the continents and oceans of the world**  **-To locate and name the main rainforest areas of the world**  **-To begin to describe the location of rainforests.** | Introduction - Explore with the children books that focus on Rainforests for example  -Deep in a Rainforest by Gwen Pascoe and Veronica Jefferis **(13)**  You will have your own favourite books in the school library that can be used to introduce these magical forests PLUS of course selected internet sites.  What type of forest is the story book / internet resource about?  What does the story / resource, show us about these forests?  How are they similar and different to our local woodland?  Leading to activity – **Look At Our Monster Floor Map Gruffalo.**  Broken Display – resources required in plastic folder **(14)**  -Infant atlas – either hard copy or electronic – alternatively an infant map of the world showing the location of rainforests – see Google Images  -Large size cut out of each of the continents of the world  -Name tag for each continent  -Name tag for each ocean  -Green shapes for the main rainforest areas of the world  -Name tag for the main rainforests  -Long strip of paper with Equator stuck on – plus strips for Tropic of Cancer and Capricorn.  **Whoever used this big floor display last** didn’t pack it away properly and left it jumbled up – Can the children help to sort out the jumbled items and remake the display as it should be, on the floor of the classroom?  **Summary** - Where on earth do we find these tropical rainforests?  **We can show and tell you Gruffalo** | You can find **(13)**  -Deep In A Rainforest – Gwen Pascoe ISBN 186-374-611-0  for sale on Amazon Books and other sites  **(14)** This allows the children to explore the location of continents and oceans of the world in a context.  **See locational knowledge as listed in the NC statutory order for KS 1 Geography**. |
| **Key Question** | **Learning / Possible Assessment Objectives** | **Agreed Learning Pathway –**  Examples of activities – strategies – resource requirements etc. | **Teaching notes** |
| **What are tropical rain forests really like?**  **How are they similar and different to the woodland that the Gruffalo lives in?** | - To recognise and begin to identify the main features of tropical rainforests  -To collect information from a range of appropriate secondary geographical sources  -To begin to describe what tropical rainforests are like  -To begin to compare tropical rainforests to the wood where the Gruffalo lives. (similarities and differences) | **Getting A Feel For Rainforests**  **Set up a carousel of activities. (15)** (preferably with the learning mentored by an adult helper at each detective station).The number of learning stations is up to you, the opportunities limitless - but they might include  **Key Question** – What are tropical rainforests really like? (Having spent a lot of time in them, it is really very difficult to get a ‘feel for them’ from afar – however, this is for starters)  -Exploring rainforest picture books, stories and poems (rainforest book box)  -Creating rainforests with prepared background and stickers  -Investigating rainforest photographs (source - Google Images)  -Investigating rainforest paintings (source Google Images)  -Investigating pictures of plants and animals (source Google Images) +hand held rainforest animal toys  -Using the travel agents (see notes reference role play area **(16)**) to explore travel brochures for rainforest experiences.  -Investigating rainforest weather for example for Manaus in Brazil [www.bbc.co.uk/weather/3663517](http://www.bbc.co.uk/weather/3663517)  -listening to part of a sound tape from deep in a rainforest (see You Tube) recreate the music of the forest with percussion instruments.  -Having an explorers account of going to a rainforest read to them  -Hot seating an adult who has visited a rainforest area  At the end of the session, recap on their new ‘discoveries’ about tropical rainforest areas of the world. Get them to show and tell what they have discovered.  **Postcard Makers / Postcard Writers**  -Give the children a prepared postcard with a tropical rainforest scene on it. The children write, or have scribed, a postcard to tell the Gruffalo what they think a tropical rainforest might be like. For those who are not ready for descriptive post card writing, they can produce picture postcards, make talking postcards or rainforest word lists **– you know** your children’s writing strengths and weaknesses.  **Collage makers are we**  Children work as two groups – one group creates a wall collage of the wood that the Gruffalo lives in, the other a collage of a tropical rainforest – use classroom, corridor, hall wall space as appropriate.  Review the collages – get the children to talk about what each wood is like, and the piece of the collage that they created.  Provide a summary sheet for them to begin to compare the Gruffalo’s wood to a tropical rainforest – Things that are the same, things that are different. If writing is still embryonic the children can produce this in spoken format. | **(15)** It is of course up to you what you wish to include in the rainforest carousel / the activities you wish your children to undertake and the number of helpers you wish to have – the more the better to support learning at each station  **(16)** The role play area can be turned into a travel-agency during this section of the work – travel brochures for rainforest experiences.  The class spaces can with little effort be turned into a rainforest quite easily – be inventive – make it real!  Make it real.  If you have a wildlife park close to school, for example for those in the south, Marwell Zoological Gardens - you may wish to include a visit which focuses on exploring animals that live in rainforest areas of the world.  Similarly many centres will provide in school sessions now.  You might wish them to create their own postcard pictures prior to writing to the Gruffalo. |

|  |  |  |
| --- | --- | --- |
| **Support for English** includes  -Understanding and using appropriate geographical vocabulary.  -Listening to stories that are selected and read to them for example The Gruffalo  -Feedback information from investigations to small groups or the whole class.  -Asking, and responding to simple geographical questions  -Reading information form simple / appropriate secondary geographical sources – including from electronic text  -Writing lists, captions and labels  -Descriptive speaking and writing  -Simple comparative writing  -Writing postcards | **Support for Mathematics** includes  - Following simple routes – distance and directions  -Simple measurements and estimations  -Using large scale Ordnance Survey Maps 1:500 and / or 1:1250  -Exploring alpha-numeric references  -Simple shape recognition – for example in helping to identify tree types and locating the continents of the world  -Exploring simple weather data for example from the BBC weather site – for the locality of the school and Manaus Brazil (simple temperature, rainfall, cloud cover and wind speed data) – larger than, higher than | **Support for ICT** includes  -Use digital cameras and I pads to collect geographical information.  -Use a range of selected Internet sites to collect information for example BBC weather – Manaus Brazil. [www.geograph.org.uk](http://www.geograph.org.uk) and Bing Maps.  -Use simple GIS for example Google Maps – Street view and Digi Map to plot and / or follow routes.  -Use electronic atlases for example to locate and to name the continents and oceans of the word  -Use selected You Tube snippets – for example to explore rainforests and to listen to rainforest sounds. |
| **\*Spiritual, Moral, Social and Cultural** | **\*Cross Curricular Supp**o**rt** | **\*General Notes** |

**\*These components are best completed by class teachers as they redesign planning, based on ideas included within learning pathway above**.

© Jeff Stanfield – Updated January 2021 – [jeffsgeog@yahoo.co.uk](mailto:jeffsgeog@yahoo.co.uk)