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| **Year 1 - Welcome to SO31 Jolly Postman** (your school postcode here) – **What is SO31 really like?** The place where people live is very important to them. It is ‘their’ spot within the fast changing, highly interconnected world we live in. Irrespective of age, we all have our own personal spaces / regions. We also have communal spaces / regions.In this unit the children will investigate the locality in which their infant / primary school is situated. It is a unique area in which many of the children live, work and play. The size of this ‘area’ will be variable depending on the location of the school.The children will be given the opportunity to investigate:--postcodes and addresses-different types of houses and homes in the school locality (including their own house), and how these can be both similar and different.-through fieldwork++ (‘touching geography’) the key geographical characteristics of the school locality -how streets in the locality of the school can be both similar and different-feelings people have about the school locality – their likes and dislikesThere is an opportunity in this unit for the children and adults that help them to be actively involved in shaping the future of their place and space. **++NOTE** – Fieldwork is a statutory component of the KS1 National CurriculumThis planning contains only ideas. You are free to redevelop it to suit your needs. https://llewopharas.files.wordpress.com/2010/10/the-postman-rides.jpg**Picture Source – Google Images** from **The Jolly Postman – Janet and Allan Ahlberg.****Key Geographical Outcomes for this unit –** against which children **could** be assessed individually **– curriculum integrated assessment.****-To list** the features of their home, **and begin to describe** it.**-To identify** and **begin to describe** how houses can be both similar and different.**-To recognise,** **identify and begin to describe** the key geographical features in the school locality.**-To recognise and begin to describe** how streets in the school locality can be both similar and different.**-To express** likes and dislikes about the environment within the school locality.**You will need to discuss the ‘extent’ of the local area for infants with your junior phase, or local junior school. This will help to avoid repetition of coverage and support planning for subject progression. The scale is up to individual schools taking into account the geography of their locality. It should be a relatively small area for infants – there is a lot to see, explore and investigate as very young geographers. (See point 11 in this plan).****Key Words (this section is for you to list the new geographical terms you wish to introduce when delivering your planned learning pathway).** This may include for example – detached house, semi-detached house, terraced house, bungalow, apartment, flat, high-rise flat, road, avenue, lane, cul-de-sac etc. Key Geographical Components are listed on the table below (linked to the National Curriculum Statutory Order - If you use / modify this unit of work you can make additions and deletions to the listing as is necessary.Similarly, if you make changes you will need to consider the key learning outcomes listed above. |
| **Locational Knowledge** Includes The location of:-the countries of the United Kingdom.-of specific places in the United Kingdom as indicated by post-codes.-children’s homes within the locality of the school (if necessary further afield).-important streets within the school locality and their positon in relation to the school.-key buildings, land uses and features etc. within the school locality.-places and features that the children like and dislike within the school locality. | **Place Knowledge** includes-Recognise the components of an address and the importance of postcodes in locating places.-To recognise and identify features in the school locality.-To begin to describe the school locality.-To begin to compare / contrast ‘areas’ of the school locality. | **Human and Physical Knowledge** includes*Settlement*-identify and begin to describe different types of houses commonly found in UK settlements.-Identify features on, and begin to describe the character of their house.-Identify and begin to describe how houses can be both similar and different.-Identify and begin to describe features commonly found in streets in the UK.-Identify and describe how streets can be both similar and different.*Environment*-Express likes and dislikes about the local environment.-Begin to describe how the local environment can be sustained or improved.-Begin to consider why and how places change. | **Geographical Skills** includes-Use postcodes to locate places.-Use Google or Bing maps to locate places in the UK.-Use [www.geograph.org.uk](http://www.geograph.org.uk) a simple GIS to explore the character of places.-Use Google Street View to investigate streets within the locality of the school and other selected UK settlements.-Use secondary sources – ground shot photographs to investigate different types of houses.-Use OS 1:1250 and 1:500 maps along with other large scale maps to locate places in the school locality.-Introduce near and far and N S W E.-Follow simple photo trails within the school locality.-Draw large scale maps to show routes followed – for example houses and homes trail in the school locality.-Ask geographical questions related to the school locality.-Undertake a framed geographical enquiry to explore the streets in the locality of the school.-Collect, sort, present and communicate primary data and information. -Use appropriate fieldworking skills and techniques to collect data and information on streets in the school locality. |

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| **Key Question** | **Learning / Possible Assessment Objectives** | **Agreed Learning Pathway –** Examples of activities – strategies – resource requirements etc. | **Teaching notes** |
| **What is a postcode and why are they important part of an address?** | -To recognise and identify different types of mail.-To identify the components of an address.-To recognise postcodes and begin to identify why they are important in helping to locate places. | **Starter** activity – **Either** read to the class The Jolly Postman (Or other People’s Letters) by Janet & Allan Ahlberg ISBN 0-434-92515-2**OR** show them a You Tube Clip (1) of the story being read – *see URL link on last page of this planning to You Tube film snippets.***Recount the story** – key characters, order in which the letters were delivered, what helped the Jolly Postman deliver the letters etc. This is type of teaching we are all good at!!**How are the letters (in the story) and their contents similar and different?** Explore with the children the different types of letters (post) that arrive at school on a specific day. (2) What is the **main difference** to those in the story? A POSTCODE (3)-Use an I pad and pre-record the school postman or lady telling the children why postcodes are important to them.**-Mystery postcodes** – here are 4 not for your school, but can you discover with the children where they should have been delivered? (4)EH1 2NG CF10 3RB SW1A 0AA BT1 5GS -Use [www.geograph.org.uk](http://www.geograph.org.uk) to unravel these mystery postcodes with your class. You can choose your own ‘**secret postcodes’** to allow the children to find and see places - using [www.geograph.org.uk](http://www.geograph.org.uk) or similar map sites. For example Bing or Google Maps.**My secret code –** Use pre- prepared envelopes for each child with their address on. Read out the envelopes – Do they know their address (you will have to help)? Children explore their own postcodes – what secret letters and numbers does it contain? How is it similar and different to those of other children on their table? | (1)[**http://clipgrab.org/**](http://clipgrab.org/) is a safe programme for downloading film snippets off of such sites as You Tube.(2) There is an opportunity for the children to sort the mail arriving at school into different ‘sets’(3) <http://www.bph-postcodes.co.uk/guidetopc.cgi> will help you and your colleagues unravel postcodes. The children are bound to ask!!(4) – These secret codes allow anybody in the world to locate quickly where buildings are – homes / offices / factories etc. They are like ZIP codes in the USA(5)Children can store their envelopes in their work trays. |
| **Key Question** | **Learning / Possible Assessment Objectives** | **Agreed Learning Pathway –** Examples of activities – strategies – resource requirements etc. | **Teaching notes** |
| **What is my house like and where is it in our local area?** | -To identify and begin to describe different types of houses commonly found in the UK-To identify and begin to describe their own houses.-To identify and begin to describe how houses can be both similar and different.-To identify and begin to describe where people in the class live in relation to the school. | Children asked (in advance) to bring to school a photograph or drawing of the front of their house. For those who do not bring one in or for those who want to double check their house – use Google Street View or [**http://showmystreet.com/**](http://showmystreet.com/)(6) Show and tell selected pictures. This is what the front of my house is like Jolly Postman!!!!ou won’t miss it!!!!!-Use resource++ provided to explore **different types of houses** – those commonly found in this country. Introduce bungalows, flats, terraced / semi-detached / detached houses. How are the houses similar and different? ++pictures of different houses and homes **Model** with the children how to begin to describe the fronts of houses / homes. (7) If required this can be extended to other exterior views.**House pen pictures –** Children list the features of the front view of their homes. Many develop this list into a description. For least able list / description can be scribed or recorded using appropriate technology.**This is where our houses / homes are located Jolly Postman** Use a prepared wall map of the local area. (8) Children place their house list / descriptions into the envelopes from the previous session (with their address / secret postcode on). With your help, or that of another adult, they mark on the map the location of their home, after which they place their envelop and house photograph / picture around the edge of the map. They can cross reference the envelop / picture to the map by drawing a straight line (9) **Map detectives –** for example how many people live in the same street? How many people have the same secret postcode? How many people live in similar houses? (10) Who lives nearest and furthest from school? Who lives to the N S W E? | (6) These are free GIS – Geographical Information Systems – see NC(7) Remember to model how we built up the description. (8) Use a 1:1250 or 1:500 map of the school locality (see Digimap for Schools) or large scale map from Google to project onto classroom wall to create your accurate local area map. Name key streets and open space(9)This creates a houses / homes map of the locality. Welcome to SO31 Jolly Postman(10) Opportunity for creating basic / simple graphs here. |
| **Key Question** | **Learning / Possible Assessment Objectives** | **Agreed Learning Pathway –** Examples of activities – strategies – resource requirements etc. | **Teaching notes** |
| **What is the school locality really like?**(11) | -To recognise and identify features in the locality of the school.-To begin to describe the geography of specific parts of the locality of the school-To create a graphical representation of a simple route. | **Introduction - Talking trails – ‘**Selected’ children tell class about their normal route between home and school. Where applicable cross reference their journey to the wall map developed during previous session. (12) What route? What do you pass on route? What exciting events were happening today on route to school? Any concerns today?**Jolly Postman I Spy Trail.** Set out a houses and homes picture trail in the immediate locality of the school for the class, or preferably groups of children (with adult helpers) to follow. All children in the class follow the same route.**NOTE - The streets that you select to use in this activity will be the same ones that you use in the ‘Secret Streets’ enquiry – see next session.**This activity is to allow the children to explore specified streets in the school locality.-Children given house pictures one at a time – they recognise the house (or feature) in the picture and locate it. Thus moving step by step around the trail. This is a **walking and talking** trail, allowing the children to recognise, identify and begin to describe features in the locality of the school from the I Spy picture trail**Look at our route maps Jolly Postman –** children create picture maps of the route they followed to help the Jolly Postman find his way around the school locality if he were to visit. Allow them cartographical licence. Give the children time ‘to talk’ their maps through – **Talking picture maps.** | (11) Remember, we tend to follow straight lines – the journey to school, or the route around a local shop. Many children know their route to school, but know little about other parts of the school locality. We do not live in a circular world!!!**Remember for infants the size of the locality of the school, used for whole class investigation, should be small. It will not necessarily correlate with the school catchment area.**(12)You can live this route by using Google Street View.(13) Schools will have their own policy in respect of working off-site – In line with the protocols of their LA. |
| **Key Question** | **Learning / Possible Assessment Objectives** | **Agreed Learning Pathway –** Examples of activities – strategies – resource requirements etc. | **Teaching notes** |
| **What are individual streets in the school locality really like?** | -To identify and begin to describe features commonly found in streets in the UK-To collect, sort and present primary geographical information.-To use appropriate fieldworking skills and techniques. | **Secret street detectives** – This is a ‘framed enquiry’ allowing children to collect, sort, present, communicate and review geographical information related to the geography of streets in the school locality.**See separate secret streets enquiry framework document.** (14) This is a simple outline to ‘running’ this enquiry. Cross reference to it.1 Either review pictures of streets taken on houses and homes trail, or, show them images of streets in other places in the UK. Google Images or [www.geograph.org.uk](http://www.geograph.org.uk) Also non-fiction books (15)2 Talk about / highlight items that give streets their character – signs and markings, traffic, houses, other key buildings, people and street furniture etc.3 Outline to the children how they are going to work as street detectives – what information and data they might collect, how (Tally charts, estimates etc.) and what they might need ‘resources / equipment’ to collect this.4 Children work with their adult helpers to plan a safe route to their secret street – use 1:1250 or 1:5000 maps (large scale) to assist.5 Walk to secret street and collect primary geographical information as indicated on enquiry outline. (16)6 Return to school, as agreed, and begin to sort the information ready for detective group presentations at the beginning of the next session. Extension - children to use construction equipment, signs and model cars recyclables etc. to make a ‘monster floor map’ of their street.  | (14) High quality teaching in geography allows opportunity for enquiry, investigation, problem solving and decision making.(15) Our Local Area series – Wayland**The Street**0-7502-4967-6**Homes** 0-7502-4969-2(16) Small geographers collect a massive amount of information – they must be supported in being selective. Similarly, many will forget exactly where they were when they collected this. It is important that adult helpers take pictures of collection points – or record on maps etc. the approximate location.  |
| **Key Question** | **Learning / Possible Assessment Objectives** | **Agreed Learning Pathway –** Examples of activities – strategies – resource requirements etc. | **Teaching notes** |
| **How are streets in the locality of our school similar and different?** | -To sort, present and communicate geographical information.-To identify and describe how two streets can be both similar and different. | **Start –** Recap on the previous sessions fieldwork (bypass the names of the streets different groups went to) **focus on the types of information that they collected and why**Give the detective teams, time to review and sort their information / drawings / pictures ready for **group presentations**.Children show and tell the information that they collected about their street while on fieldwork – (again see enquiry outline). Stop at convenient times, as necessary, for the class to ask questions. Can the class work out at the end of each presentation which secret street the team investigated? Which clues gave the game away?After each presentation – summarise with the class the main characteristics of that street. After subsequent presentations begin to summarise similarities and differences between streets (17)**Street Snap.** Children work in pairs (18) – each person in the pair having visited a different street. They create picture or word lists for features in their street ready to play street snap.Through the snap game the children begin to compare, in a little more detail the geography of the two streets - reinforcing similarities and differences. As a pair they create a same and different picture or word sheet. **Extension** - Use Google Street View and [www.geograph.org.uk](http://www.geograph.org.uk) to explore streets in the wider locality of the school and in other parts of the UK | (17) Build up a large scale school locality wall map (adjacent to their houses and homes map) using the materials collected while on fieldwork. (18) You may wish to show them how to create a Venn diagram – either on paper or by using hoops from the PE store. It may be the first time that they have seen one – but it will really help them with sorting the information and for clarifying similarities and differences (now and in the future). **Teaching** |
| **Key Question** | **Learning / Possible Assessment Objectives** | **Agreed Learning Pathway –** Examples of activities – strategies – resource requirements etc. | **Teaching notes** |
| **What do we like and dislike in our local area?** | -To express likes and dislikes about the local environment.-To begin to describe how the local environment can be sustained or improved. | **Listen to us Jolly Postman?** Show the children a range of pictures taken in the school grounds and immediate local area. Explore the children’s feelings about each picture. Talk about places / features that they especially like or dislike.Read a letter (home-made) to the class from the Jolly Postman asking the children to produce for him a picture collage of places that the children like and dislike in the school localityWorking in supported groups, the children visit a designated street in the school locality (not the same one as they visited for their secret street detective work). In ‘their’ street they take pictures using I pads or digital cameras, draw sketches (field sketchers) and write words / captions – noting places and features that they like |(the conker tree) and things that they do not like (the dogs litter).**Collage makers.** The children use the materials they have collected to creategroup photograph / picture collages for their street. The captions need to tell the Jolly Postman and other visitors to the school why they have taken or drawn the pictures. **Look at School Lane - Mr Jolly Postman!!!!!!**They should be encouraged to indicate how they might improve a place or feature that they do not like – **this is what I would do Jolly Postman.**Prepare the collages for the gallery (see below).Each child can add their own pictures and drawings of places they like and dislike in ‘their’ local area, for example places and features that they pass on the way to school (with support of their parent or guardian) or when they visit a friend. Remind them to try to say where these places are and if possible to add captions saying why they like or dislike them.**Welcome to Our Gallery.** Create a gallery of photograph collages and drawings for the parents / carers to look at when they collect the children at the end of the day. **Scribble Boards / Pads –** encourage the parents and carers to interact with the display by adding places that they like / dislike in the local area.(19) Remember we all have different points of view. Their comments can be shared with the children at the end of the showing.**Extension** **Don’t miss this opportunity.** If your school is in a hamlet / village there will almost certainly be a parish / village plan. Check these out on the Internet.(20) If your school is in a town or city there will be a town, neighbourhood or community plans should still be in place.**Children and young people have a right to a say as to what is included in these plans** by expressing their points of view and ideas to appropriate people – for example parish or town councillors. Check out how you can use the results of their likes and dislikes work to shape comments for these people. (21) | (19) Involving parents and carers in the learning taking place – majorly important(20) Search for your village / parish / neighbourhood plans to check out the ‘hot gossip’ and what is in the pipeline for sustaining and improving the local area.(21) Involving children and young people in the creation of parish / village /neighbourhood plans. The children have to be involved – ‘they are our today and our tomorrow’ |

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| **Support for English** includes **Speaking**-Listen and respond appropriately to adults and their peers.-Ask relevant geographical questions to extend their subject knowledge and understanding.-Articulate and justify answers and opinions.-Give well-structured descriptions and express their feelings.-Actively participate in collaborative conversations – staying on the topic and responding to comments.-Speak audibly and fluently – maintain the listener interest – understand and use appropriate geographical vocabulary.-Participate in discussions and presentations (for example Secret Street presentation).-Consider different points of view – about the environment of the school locality. | **Support for Mathematics** includes**Number**-Count, read and write numbers. For example local area tallying and house numbers. Odd and even numbers-Given a number (house number) identify one more or one less.-Represent numbers – pictorial representations from ‘Secret Street’ enquiry.**Measurement**-Explore lengths and heights of houses and streets.-Sequence events in chronological order. -Recognise and use language relating to dates - dates of houses in the school locality. | **Support for ICT** includes-Use [www.geograph.org.uk](http://www.geograph.org.uk) <http://showmystreet.com/> and Google Street View to investigate places.-Use Internet map sites such as Google or Bing Maps to locate places.-Use I pads and digital cameras to collect primary geographical information in the school locality. |
| **Reading**-Listen to stories related to the topic – The Jolly Postman – become familiar with this story and the characters in it.-Be encouraged to link what they hear to their own experiences.-Explain their understanding of what is read to them.-Explore non- fiction texts related to House and Homes and Streets. Read addresses and postcodes.-Decode hard words – for example detached, semi-detached, terrace and bungalow.**Writing**-Form capital letters and digits 0-9.-Lists, labels, captions.-Descriptive writing using sentences (opportunity to plan, do and review).-Read out their writing aloud.-Use correct punctuation – capital letters, full stops, question marks as appropriate.-Use capital letters for names and places (street names and place names). | **Geometry****-**Recognise and name common 2D and 3D shapes (For example as found when investigating houses and homes and streets in the school locality) – especially rectangles (including squares), circles and triangles – building shapes on house frontages.-Describe position, direction and movement – left / right; top, middle and bottom; on top of, in front of, above, between, around; near and far; up and down; forwards / backwards; inside and outside. | **Spiritual, Moral, Social and Cultural**-Express their views on and opinions about their local environment. Begin to realise that other people’s views might be different to their own.-Outline how the school locality can be both sustained and improved – through local plans.-Meeting different people who live and work in the locality of the school – sense of community.-The uniqueness of postcodes – to locate their place in the world.-Opportunities through fieldwork for ‘touching’ the geography of the school locality – its magic and dynamism (awe and wonder) - sense of place and belonging. |

**Support of Parent(s) and Carers**

10 free ideas to go onto the school website to support this unit of work. **It is absolutely no good** simply saying to parents and carers that this term thechildren will be investigating the school locality**.** They need to be ‘supported to support’ their child’s learning and progress. (See Ofsted framework)

1. Explore the mail arriving at your house with your child – look at the different types of letters and where they have come from (labels and franking marks) – if you have access to the internet use [www.geograph.org.uk](http://www.geograph.org.uk) to explore where these places are and what they are like (from reviewing images).
2. On the way to school talk with your child about ‘things’ along the route that you and they like or dislike. For example you don’t like the speeding cars, but you do like the flats with the hanging baskets of flowers. This is general conversation!
3. Take different routes to school either walking or by car – talk with your child about how the route you follow is similar and different to the usual one.
4. Explore in detail your house and home with your child. Investigate how it is similar and different to that of another family member (for example Grandma and Grandad’s house).
5. Investigate the different houses and homes for sale in your local area as advertised in free papers and on the Internet.
6. Use modelling blocks – Duplo and Lego etc. to construct houses and larger buildings.
7. Observe different types of houses and homes passed on the way to school – Look at their names and numbers (odds and evens). Bigger and small, one story or two and colours of doors and walls and shapes etc.
8. Visit the local library and select books that show houses and homes in this country and in other parts of the world – explore the books with your child
9. Watch the Jolly Postman Story with your child. The link is as follows <https://uk.video.search.yahoo.com/search/video;_ylt=A9mSs2NHc8VXIpwA9QJLBQx.;_ylu=X3oDMTByZmVxM3N0BGNvbG8DaXIyBHBvcwMxBHZ0aWQDBHNlYwNzYw--?p=Youtube+the+Jolly+Postman+Book&fr=yfp-t-UK009-s#id=3&vid=b754391fb4c31d5228b048fbdc2600ab&action=view>
10. During a holiday week, keep a diary of ‘happenings’ in your own street – what happens in my street through the week?

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