



## Our local wood

### Key Stage 1 Geography Teachers' notes

This unit of work is based on **QCA Geography Unit 1 'Around our School - the local area'** which uses investigative tasks to introduce children to the idea of looking at their local area. This unit is mainly applicable to those schools with one of the Heritage Woodlands within easy walking distance of the school. As it contrasts a woodland environment with other areas, it could be used alongside the science unit 'Plants and animals' from the Key Stage 1 part of this pack which explores a similar theme.

### Learning Objectives Covered by this Work

- ② describe a route
- ② recognise some of the physical and human features in their locality.
- ② understand some of the ways in which the features are used
- ② describe the features of the local environment and express views on these features.
- ② know that changes occur in the locality.

### Before the Visit

Before working with the children, plan a round walk from school taking in a nearby Heritage Woodland. Familiarise yourself with the route, taking photographs of the key features (shops, notable houses, the woodland, places of work, religious buildings, etc) in order to supplement those to be chosen by the children on the walk. Photograph both attractive and unattractive features as these will be considered later on in the work.

With the children, locate the school and the woodland on a large-scale map of the area. That provided in the first part of this pack might be of use here, as might the associated aerial photograph.

Describe to the children the route to be followed, plotting this onto a large-scale map as you do so.

Identify and discuss the main features that will be seen on the walk, showing the photographs of key features.

### In the Woodland

Follow the route previously planned and described.

As you walk the route, take photographs of places chosen by the children.

Throughout the walk, make use of appropriate geographical vocabulary describing the physical and human features of the locality. As well as the woodland itself, physical features might include hills, valleys and rivers. Human features identified could include different land uses and buildings such as shops, houses and factories.

Use the pupil worksheet to record the features observed in the woodland and on the rest of the walk. This could be done after the walk if wished.

### Follow-up Work

Compile and display a word bank including the key geographical vocabulary used on the walk.

With the children's help, organise the photographs taken previously into the correct order and relate these to the route map previously drawn.

Ask the children to describe the route of the walk and the features they saw on this. Encourage them to make use of the photographs displayed on the route map in order to describe the route in the correct order.

Which features on the walk do the children think have been there the longest? Which are the most recent?

Draw comparisons between the woodland area and the other parts of the walk.

Can they identify features on the photographs that they like and don't like? Discuss with the children their favourite and least favourite places seen on the walk and ask them to describe these in writing, explaining what makes each a 'nice' or 'nasty' place.

How well do the children think that the people in their local community look after the woodland and the other areas seen on the walk? What features seen on the walk would they like to change and how could this be achieved?



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### Key Stage 1 Geography Pupil sheet

Use the space below to draw or list the features that you saw in the woodland.

Use the space below to draw or list the features that you saw elsewhere on the walk.

