

<b>Trainee:</b>	Emma		<b>School:</b>	St Vincents Catholic Primary School.	
<b>Subject:</b>	Geography	<b>Year group:</b>	<b>Year 1</b>	<b>Date:</b>	10/06/2021
<b>Ability:</b>	Mixed	<b>Resources</b>	Outline of the field for the map. Pencils. Paper for the TA and I to note down assessments. Pre-cut images for LD. Glue for LD.		
<b>Topic or focus of the lesson:</b>					
<b>Developing observational skills to study the geography of their school.</b> <b>To use their observations to draw a map of the school field.</b>					
<b>Learning intentions or outcomes for the lesson:</b>					
<b>To identify and draw features on the school field.</b> <b>To be able to compare what is bigger and smaller, sizing features correctly in relation to each other.</b> <b>To draw features on a map in the right place, with sensible spacing.</b>					
<b>What do you intend pupils/groups of pupils to have learned by the end of the lesson?</b>					
<b>X:</b> <ul style="list-style-type: none"> <li>To identify features that belong and do not belong on the school field by observing the surrounding environment.</li> <li>To understand that the map is of the school field.</li> </ul>					
<b>All pupils:</b> To identify different features on the school field to put on a map. To use observation skills to draw features on a map, with sensible spacing – MA – HA. To size features correctly in relation to each other – MA – HA.					
<b>Literacy focus</b> (eg key vocabulary, reading skills needed, support in writing):					
<b>Key vocabulary</b> – the concept of ‘sensible spacing’ and ‘sizing’ will be explained. <b>Reading skills needed</b> – no support needed, pupils will not be reading text. <b>Support in writing</b> – no support needed to write. Pupils will need support with their drawing, mainly with confidence, understanding that it is okay if they make mistakes, or it does not look quite right.					

When completing the sections below make sure that you have consider opportunities for appropriate teaching strategies for Inclusive practice, pace of lesson, effective use of resources, opportunities for personal input, tasks, directed talk, paired talk, independent learning, scaffolding, lighting, sound, seating, use of Teaching Assistants, key vocabulary and their impact on learning.

<p><b>Pupil's learning:</b></p>	<p><b>Teaching strategies including progress checking, questioning and key feedback to move learning on and increase pupil progress:</b></p>
<p><b><u>Starter:</u></b> Pupils will recap the purpose of maps, and why they are useful.</p> <p><b><u>Main:</u></b> Pupils will be given a context to their activity of making a map for the new intake of reception to find out what is on the school field.</p> <p>Pupils will observe the area around them (the school field), identifying features they can include on their map.</p> <p>Pupils will learn how to draw features on a map, sizing features correctly on the correct area of the map, with sensible spacing.</p> <p>Pupils will draw a simple map of the area using pencil, working on A4 paper and clipboards.</p> <p>*X – has a differentiated task. He will choose between images of items that belong and do not belong on the school field.</p> <p>Pupils will have 10 minutes to work with peers to make changes or add anything to their maps.</p> <p><b><u>Plenary:</u></b> Pupils will peer-assess each other's work, giving verbal feedback on:</p> <ul style="list-style-type: none"> <li>• Something they think their partner did well.</li> <li>• What they could do to improve their map.</li> </ul>	<p><b><u>Starter:</u></b> Instruct pupils to tell their talk-partners the purpose of maps. Take responses (using no hands up).</p> <p><b><u>Main:</u></b> Explain the context of the activity to draw a simple map of the school field, showing the different features on the field.</p> <p>I will go through the expectations of behaviour for learning outside.</p> <p>When on the field, sit pupils down and explain that they need to identify the features they will put on their map. Distinguish between everything pupils can see, and what should be on their map by relating it make to the purpose of their map (i.e., it is not always sunny, and there are not always birds on the pitch, so these should not be on the map). A different class will be using the other side of the pitch half-way through the lesson. Ensure pupils understand why they should not draw these pupils on their map.</p> <p>After the above misconceptions are addressed, give pupils an opportunity to observe what they can see on the field by walking around.</p> <p>Use the established countdown to re-group pupils. Take responses of what pupils will include on their map (using hands up), emphasising why the feature is appropriate for a map to further address possible misconceptions of adding people.</p> <p>Model how to draw features on a map. Before I start, I will highlight that this is challenging and its okay if they make a mistake, and they will have time</p>

to work on their maps back in the classroom too. I will think aloud to model the process of a drawing a map:

- 'The first feature I am going to draw is the stations of the cross. On my map the crosses will be smaller than they actually are because my piece of paper is much smaller than the field. I am drawing it on a smaller scale'.
- Instruct pupils to put their fingers on the place I should draw the crosses on their paper.
- Model spacing – the crosses are quite close, so my drawing will show that.
- I will draw the crosses on my map. I will highlight the fact that pupils have time to fix their maps afterwards (because I have some pupils who will get anxious and upset if they make a mistake, or spend all of the time fixing one thing) by saying 'oh I could have drawn the fences behind the crosses, but I won't worry because I can add it later in class'. 'I don't need to rub the work I have done out because I want to try and get a lot of things on my map'.
- 'Next, I am going to draw the polytunnel. I know I need to draw the polytunnel smaller than it is in real life', but ask pupils should I draw the polytunnel bigger or smaller than the crosses?  
\*Explain that pupils need to observe the size of the things they are drawing, making sure that even though everything is smaller than it actually is, their maps should show how somethings are bigger and some things are smaller.
- Get pupils to point to where they would draw the polytunnel.
- Repeat above modelling with the goal posts, emphasizing that both goal post should be the same size.
- Model drawing physical features also (e.g., trees).

I will start working with X on his task, guiding him to sort the pre-cut images into 'belongs on the field' and 'does not belong on the field'. I will assess his understanding of this from this task. I will check

understanding of what the map he is making shows, and show him the correct area on the map that shows the area the feature is on the field. I will use positional language ('next to' 'on top', 'behind') to give instructions about where to stick the other features to allow some independence, whilst I circulate around to other pupils.

The TA and I will assess:

- **Are pupils drawing features on the correct area of their map, with more able pupils using sensible spacing between features.**
- **Are pupils drawing features that are sized correctly in relation to each other.**

\*The TA and I will record this on paper, using the key 'spacing' and 'size' for ease, and listening to pupils identify the features they have drawn through explaining their map.

\*Guide pupils to help them with above through questioning (e.g., will you draw X bigger or smaller than Y?' 'Are you going to draw the goal posts near or far away from each other?').

Give pupils 20 minutes to complete (but also using judgement of progress and engagement to make a judgement that supports pupils learning).

Use established countdown to re-group pupils. Give praise for efforts. Bring the class back to the classroom for the plenary.

Pupils will have 10 minutes in class to edit or add things to their map. The teacher and TA will use this time to assess against the success criteria as we did outside.

**Plenary:**

I will explain peer-assessment by demonstrating an example, giving feedback on one pupil's map. I will highlight the success criteria for pupils to refer to (identify correct features, sizing and correct spacing), and emphasise that getting an improvement point from peers is a positive thing because we can all improve our maps, and our peers will have different ideas than us.

I will celebrate the fact that all pupils managed to make a map by giving praise, and highlighting how useful their maps will be.

After marking maps, pupils will have the opportunity to respond to a next step (which depends on the outcome of their map) in the subsequent lesson:

- Edit the sizing of a feature.
- Edit the spacing of a feature.
- Use the map to describe where a feature (e.g., the goal posts) are, using positional language.