

Trainee:	Emma		School:		St Vincent's Catholic Primary School.
Subject:	Geography	Year group:	Year 1	Date:	11/06/2021
Ability:	Mixed	Resources	IWB with presentation. Clipboards. Pencils. 'Human' and 'physical' features recording table. Print out of the aerial picture.		
Topic or focus of the lesson:					
To investigate the key human and physical features in the school grounds.					
Learning intentions or outcomes for the lesson:					
Pupils will learn what 'human' and 'physical' features are, identifying examples. Pupils will record the 'human' and 'physical' features in their school grounds. Pupils will be able to explain the difference between 'human' and 'physical' features.					
What do you intend pupils/groups of pupils to have learned by the end of the lesson?					
All pupils: To understand the difference between 'human' and 'physical' features. To use observational skills to study the geography of their school, identifying the key human and physical features. Extending thinking – to explain how they can look after the human and physical features in their school.					
HA: In addition to above, ask and answer some geographical questions relating to the human and physical features in their school, focusing on 'where it is located' and 'why it is there'.					
Literacy focus (eg key vocabulary, reading skills needed, support in writing):					
Key vocabulary – 'human' and 'physical' features, which will be taught to them. 'Environment' – pupils are familiar and know what their 'environment' means as this is the topic of our project-based learning this term.					
Reading skills needed – no additional support needed for reading. Visual support to ensure pupils understand the correct column to record 'human' and 'physical' features.					
Support in writing – all pupils can write to record the 'human' and 'physical' features that they see. Model to all pupils how to record in sensible sized writing to fit more than a couple of features in the column, also emphasising the importance of being able to read back their own handwriting to see their observations. Select pupils will have regular check-ins with the TA and I to read what they have written so far, and we will write what they say in speech marks next to their attempt if it is not phonetically plausible because pupils will not be able to remember what they have written when they get back to the classroom.					

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.

Pupil's learning:	Teaching strategies including progress checking, questioning and key feedback to move learning on and increase pupil progress:
<p><u>Starter:</u> Pupils will recap learning from the previous lesson by responding to 'next steps' on marking of work from the previous lesson. Depending on their work, pupils will either edit the size, or spacing of something on their map, or describe where a feature is on their map using positional language.</p> <p><u>Main:</u> Pupils will learn that they are going to look closer at the features they observed outside yesterday by identifying if they are 'human' or 'physical' features.</p> <p>Pupils will learn what 'human' and 'physical' features are, understanding the difference between the two. Pupils will understand that 'human' and 'physical' features does not depend on the material from which they are made, and 'natural' and 'man-made' materials is a different concept.</p> <p>Pupils will demonstrate their understanding of 'human' and 'physical' features by identifying them from a picture taken from an aerial view, also allowing them to have repeated practice looking at features from an aerial view as they did in the first lesson of the sequence, to ensure this knowledge is embedded.</p> <p>Pupils will investigate the key 'human' and 'physical' features in their school grounds outside, recording their observations in a table.</p>	<p><u>Starter:</u> Circulate the room, helping pupils read their next steps and assessing understanding of previous learning from this to address any misconceptions with the whole class if they have arisen.</p> <p><u>Main:</u> Introduce the learning objective and success criteria, explaining that pupils are going to develop their observational skills by identifying the 'human' and 'physical' features in their school ground.</p> <p>I will define 'human' and 'physical' features for pupils, using visuals on the IWB (and printed for X) to support understanding. The visuals displayed will also give pupils examples of 'human' and 'physical' features, enabling them to actually see the difference.</p> <p>I will address a misconception that I identified, where some pupils were mixing up 'natural and man-made' materials with 'human' and 'physical' features during an activity I had done for pre-assessment. I will use the adventure trail in our school playground as an example, acknowledging that it is made from wood, which comes from trees (a physical feature), but it has been build into an adventure trail by humans, meaning it is a human feature. I will also use the tennis court as an example of something pupils might think is physical because of some features, but it has been made into a tennis court, so it is human.</p> <p>I will assess pupils understanding of 'human' and 'physical' features by circulating the room, and checking responses to an activity where they have to identify 'human' and 'physical' features from an aerial view image. I will also assess their ability to recognise features from an aerial view, assessing</p>

Pupils will come back to the classroom, and finish/start the extended thinking question (how can they look after the environment).

HA pupils who have completed the above will try to ask and answer a geographical question relating to the human and physical features in their school, focusing on 'where it is located' and 'why it is there'.

Plenary:

Pupils will share their observations with the class.

Pupils will demonstrate their understanding, by editing their maps from the previous lesson to show 'human' and 'physical' features (2 colours showing physical and human features).

their understanding of an aerial view from the first lesson by asking where the photo has been taken from.

Extend thinking – when pupils see 'a garden' from an aerial view – is it a human or physical feature? (Pupils should consider that there are usually human and physical features in a garden).

Explain that pupils will need to use their observational skills to identify the 'human' and 'physical' features in their school grounds.

*Questioning – what should we be doing if we are observing (looking carefully).

Model how to record observations, identifying 'human' and 'physical' features, highlighting that there is an image of 'a tree' next to physical features to help pupils remember which column to put physical features in if they struggle to read. When modelling how to record observations, use examples that relate to the misconception addressed, asking pupils where to record it to ensure pupils understand the difference between 'human' and 'physical' features correctly. Also, model sensible sized handwriting to fit more than a couple of features on the recording table.

As pupils are outside, use questioning to assess their understanding of whether features are 'human' or 'physical'.

Introduce the extended thinking ('how can you look after the school environment?') question, (which also relates to the project-based learning question) to pupils who show a clear understanding, having correctly identified 'human' and 'physical' features in their environment whilst outside.

In the classroom, live-mark pupil's observations, assessing their understanding of the difference between 'human' and 'physical' features, their ability to correctly identify them in their school environment, and their understanding of how they can look after their school environment. Model asking a geographical question to HA, assessing their responses to this task also.

Plenary:

Assess pupil's responses, and work on the maps to assess their progress in learning against the success criteria.