**KS1 Geography: Hike**

| **What would you like children to learn?**   1. Name and locate the world’s seven continents and five oceans 2. Understand geographical similarities and differences through studying the physical geography of a small area of the United Kingdom and a small area of a non-European country 3. Use basic geographical vocabulary to refer to key physical features, including cliff, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather 4. Use basic geographical vocabulary to refer to key human features, including city, town, village, house, office, & shop 5. Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage 6. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map 7. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 8. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | | | |
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| **Key question: What geographical features can we find during a hike and why is it so special?**  AIM: Children will know the main features of a mountain and forest environment. Children will explore a contrasting area in a non-European country to their local environment. Children will recap their locational knowledge of continents & oceans before accessing lesson 3. | | | |
| **What is the key question?**  **What is the vocabulary to be used?** | **What knowledge, understanding and skills will children take away?**  **(K, U, S)** | **Curriculum coverage and learning focus** | **What resources are you going to use?** |
| 1. **What is a hike?**   Hike, walk, terrain, forest, hills, mountain, river, coast | Chn will know what a hike is and have identified areas in their locality that would be suitable for a hike  Chn will understand that a hike involves more significant features such as hills and forests  Chn will have used maps to identify local areas such as local woodland that could be hiked | Pose the key question using the image from the front cover of the book ‘Hike’ as the only clue. Ask chn to T-P-S their answers before whole class Q&A.  Support chn by introducing photographs of a hike (possibly that the teacher/colleague has been on). Help chn to identify the features of a hike such as lack of paved paths, more uneven ground, more likely to have hills. It is useful to have some images of the contrast - walks, with paved flat paths and easy access to show the children to help them identify the difference between hike/walk.  ***The difference between a walk and a hike is that hikes are usually more demanding and cover more difficult physical terrain such as mountains. Whereas walks are taken every day in any place like a walk to the local shop***.  Help establish the difference through brief drama by pretending to prepare for a hike: pretend to put on walking boots (long walk, different terrains); wear a hat and pack lots of water and some food (people hike in all weathers/seasons, longer, harder walk); put on a coat (could be windy up a hill or mountain or along the coast).  Chn could also be introduced to some of the equipment that they would see the hikers wearing in preparation for future lessons when the books' location of Utah is introduced such as walking poles, carabiner/climbing ropes.  Cross curricular links - Use the equipment in PE lessons  Using google maps chn will explore their locality. What physical features like forests can they find using the satellite layer function?  Ask chn how we identify hills and mountains on a map. Introduce the colour shading of higher ground if chn are using atlases. Prompt students to look for other clues on a google map for height such as place names that suggest high ground e.g St Catherines Hill, Winchester.  Chn will discuss in small groups through using maps/images and identify a local physical feature that would be suitable for a hike.  These places could be collated and at the end of the unit, the area with the most votes could be selected as a future fieldwork destination. | Front page image of the book ‘Hike’ by Pete Oswald to pose the key lesson question.  Google map use to show the local area and support children identifying places for a hike (or where they have already been for a hike)  Images of equipment/actual equipment such as walking boots  Opportunity to use digimaps  Atlas/google maps/satellite layer view/local maps  Class wall map/google maps |
| 1. **What geography features would you expect to see on a hike?**   Physical features,  Human, forest, river, mountain, soil, cliff, vegetation, hill, nature reserve | Chn will know key physical features in their local area such as forest and river  Chn will be able to use geography keywords to identify physical landforms in their local area  Chn will develop their geographical vocabulary | Recap the difference of a hike/walk by repeating the brief drama activity from lesson 1 as a moving starter to remind children of the key vocab.  Ask children if they have ever been on a hike or can imagine where in the world they would like to go hiking. These places could be looked at on Google maps/atlases or identified with post-it notes on the class wall map  Feature/definition match up (mixed ability groupings). Provide children with images of significant geographical features such as mountain, soil, forest, river and ask them to match the key term/definition to the image. Introduce the terms physical and human features. Sort the label/definitions into either human or physical categories  Using a colour photograph of a hiking location (suggest choosing one from your local area/Hampshire e.g South Downs/New Forest) ask chn to write the physical/human features on post its, one colour for physical, a different colour for human. Ask chn what do they notice from their post its – are there more phy/human features locally? Why is this? | Maps/atlases/globes  Match up images/definition cards  Image of local area – opportunity to use satellite image or historical photo |
| 1. **Where is Utah and what is it like?**   Continent. Country, ocean, weather, seasons, winter, spring, summer, autumn, location | K – chn will know that Utah is located in North America and will plan a journey from Hampshire to Utah  U – that Utah has a range of physical features and different weather to the UK  S – plotting a journey, using maps and simple directions, weather data | **It is suggested this takes 2 lessons.**  **Part 1:**  Recap or teach the names of the 7 continents & locate on a map. Using the atlas and/or globes ask chn to locate USA and UK and what direction they would travel to reach the USA (left/right/up/down/east/west etc.)  Using Google maps explore how far away it is from school and how long it would take us to get there by plane.  Show a landscape image of Utah and explain this is where the book ‘Hike’ was based on (such as Zion National Park or Fishlake Forest or Dixie Forest).  Use Google Earth to 'fly' from your school to a new location helping to highlight how far away Utah is and the need to cross the Atlantic Ocean. Potential to use google maps to further explore its location.  Ask chn locate Utah on their world maps and discuss where in America it is located. Consider the use of directional language here such as left/right east/west  **Part 2:**  Recap last lesson and the physical/human post it notes to compile a class checklist of features chn expect to see during a hike of a forest in Utah.  Call up the weather forecast for Zion today – how does it compare to our current weather?  Show children seasonal temperature information – what do they notice about temperatures in winter months? What would they expect the weather to be like in winter?  When would be the best time to go on a hike?  Introduce the concept of different map types by showing the tourist map of Utah (designed by the National Geographic for an article on winter road trips [A winter road trip through Utah (nationalgeographic.com)](https://www.nationalgeographic.com/travel/article/ultimate-winter-road-trip))  What information does this tell us about features in Utah? Challenge observation skills, what information is missing from the map? (There is no scale or key on the Nat Geo tourist map) | Atlases/globes/maps  Blank world map worksheets  Image of Utah (Zion images copyright free on Open Moodle)  Google earth/maps  Chn world map outlines  Post-its/class list from lesson 2  Weather forecast online  Tourist map of Utah from national geographic:  [A winter road trip through Utah (nationalgeographic.com)](https://www.nationalgeographic.com/travel/article/ultimate-winter-road-trip) |
| 1. **What is the landscape like in Hike?**   Mountain, hill, forest, woodland, river, waterfall, lake peak, summit, city, town, village, bungalow, skyscraper, shops, offices | Chn will know the different features associated with a human and physical environment  Chn will understand the difference between a village/town/city  Chn will be able to use keywords to correctly identify geographical features | Retrieval starter – suggest 5 for 5 activity of keywords/definitions from lesson 2.  **This lesson uses the book significantly and may need two sessions to complete**. Read the story to the chn, encouraging them to help with the story telling as this is a picture book. It is likely that you will need to read the book twice – or make use of video recordings using the resources links. Suggest reading the teacher notes highlighting the geographical features before this lesson.  ***By reading the story twice, the 2nd time allows clear exploration of all the geography features dad and child see during their hike. The first reading allows enjoyment of the story and noticing some of the geographical features.***  *It is striking how the images change at the start with the 3 vignettes of dad and child in the car passing human features in town, to the next page and the double page image of the car driving up the forested road. Take time as reading to identify the features and reflect on the differences. At the end, there is a similar contrast with the child asleep in the car as the shops and buildings of the city go past*.  Chn could use the class checklist created in lesson 3 to tick off key physical and human features as the story progresses – were their predictions about what they would see on a hike accurate?  Provide chn with a copy of one of the pages from the book to annotate with features identified. This could be completed on iPads etc.  Using the page towards the end of the car travelling past the settlement home, ask chn if they think it is a village, town or city and why?  Refer to our local settlement, what do we live in and how do we know what it is? Opportunity to recap how we classify settlements. This could be done through 3 images of a village/town/city closest to your school.  *A village is a small community in a rural area typically with a church and less than 1000 people. A town is a populated area with fixed boundaries and a local government such as Fareham. A city is a large or important town usually with either/both university/cathedral* | See 5 for 5 retrieval starter teaching idea on the open Moodle  **Hike by Pete Oswald**  Read along version: [Hike by Pete Oswald | READ ALOUD | CHILDREN'S BOOK - YouTube](https://www.youtube.com/watch?v=uldpILTxtSw)  Or: [Hike - Pete Oswald on Vimeo](https://vimeo.com/431273334)  **Teacher notes to support the reading and teaching opportunities using this book have been created and are available on the open Moodle**  Suggested pages – at the lake/throwing snowballs double page, or the waterfall and forest.  Book pages  Images of local village/town/city |
| 1. **Where are hot environments and how are they different to Hike?**   Desert, temperature, equator, continent, north/south pole, cactus, Arctic, Antarctic | K – know 7 continents location and where the equator and north/south poles are located  U – that temperatures are hotter the closer to the equator and colder further from the poles  S – map skills to locate the UK and USA & using vocab equator and poles | Recap starter – naming the continents/oceans on the world map. Check students can recall where the USA is located.  Show an image of a desert (consider Arizona desert with the famous saguaro cactus or Canyonlands, Utah to maintain USA focus) What features can chn identify? What plants and animals would they expect to live there? How is this landscape different to that of Hike’s? (brief 10 min activity to check prior kg)  Give students the climate data/graph for the desert and compare to the local weather data for our area. Ask why it is different?  *Consider your class and when you are teaching this - it may be useful to give either temp/rainfall data or both. Technically deserts are deserts due to a lack of rainfall, it is nothing to do with temperature)*  Using atlases/globes/google maps introduce the equator line. Explain it is the line that wraps around our earth. Opportunity to use a torch shining on a globe to help explain that the sun's rays are intense nearer the equator compared to the north and south pole where they are more spread out. Using torches and globes (footballs a substitute if you don’t have enough globes) ask the children to try shining the light in groups of 4 to see how the torch beam is more narrow and intense around the equator/middle and at the top it spreads out.  Chn to locate the UK and hot areas such as Death Valley and/or deserts like the Sahara. Highlight how the UK is closer to the north pole than Death Valley and introduce the term Arctic. | Maps/atlases/globes  Desert image  Climate graph/data  Maps/atlases/globes  Torch  Pupil world maps |
| 1. **What is the most common feature in our local landscape?**   Human/physical features, hike, walk, coast, cliff, hill, mountain, lake, river, path, forest, village, town, city, map key/symbols, route | K – Know the significant physical and human features in the local landscape  U – the difference between physical and human features and identify a route on a map for a hike  S – making predictions, planning a route, observing and collecting artefacts, drawing a map, using a simple key and marking out a route | Refer back to the choices in lesson 1 and using Google maps support chn in exploring these areas and what would make them interesting and useful for a class hike - class discussion.  Refer back to the book Hike - what features did the dad and child see and hike during their journey? Can any of these features be seen in our local area - use google maps or if you have a digimaps subscription to support chn identify local hike features.  Now chn will plan a hike - suggest in small groups of mixed ability.  Chn will plan a route marking this on a map and using directional language. Consider how to support chn by ensuring the base map you give them has clear features. Potential to use digimaps if you have a subscription.  Chn could complete a basic risk assessment for the class hike identifying any features of danger and what action we could take to be safe and mark these on their maps.  **OPTION - Class Fieldwork Hike!**  If suitable to your yearly planning or forest school activities, one of the groups routes could be chosen and a real life ‘hike’ taken.  **Following the visit chn draw their own mental map of their hike visit using a simple key to show physical and human features and adding any artefacts collected such as acorns/feathers/leaves/twigs** | Local maps/google maps  Base map |