



Key Stage 1 - GEOGRAPHY

Lesson title - *Which Way?*

Time of year – all year

Curriculum topic – Mapping skills

Focus of learning objectives

Creative and practical activities that will allow pupils to learn mapping skills.

Curriculum objectives

Developing mapping skills such as:

- Using simple compass directions.
- Using locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map;
- Using 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 use simple fieldwork and observational skills to study the geography of the Kitchen Gardens and the key human and physical features of its surrounding environment

Key vocabulary

The four cardinal directions north (N), east (E), south (S), west (W).
Compass rose. Directional language. Simple 2-d and 3-d shapes

Additional Curriculum links

Geometry - properties of shapes

Recognise and name common 2-D and 3-D shapes, including:

- 2-D shapes for example, rectangles squares, circles and triangles
- 3-D shapes for example, cuboids (including cubes, pyramids and spheres

Resources required

What we will provide:

Sketch map of the gardens

An aerial photo of the Kitchen Garden

What you should bring:

Compasses

Preparation required

- Read: Self-led teaching resource – introduction to the Kitchen Garden



Other relevant information

Introduction to activities

10 minutes

Look at an **aerial photograph** of the Kitchen Garden and pick out the main features – walls, buildings, beds and paths. Compare the photo with the sketch map provided in the teachers pack.

Activities in the Kitchen Garden

60 minutes

Activity 1 Compass snakes

- Introduce directional language to describe the location of features, e.g. “head north towards the entrance gates”. Use compasses to guide you.
- Go for a walk in long snakes taking it in turns to call out directions in order to reach predetermined destinations or hide some “treasure”. Call out directions to accurately find it.

Activity 2 Sketch map

- Draw a sketch map of the Kitchen Garden showing the location of fruit trees and bushes, and different produce.
- Develop a key to indicate different features.

Activity 3 Compass rose

- Include a compass rose to indicate the points of the compass.
- Check the scale of the map by pacing out different features such as beds and paths.
- Include more detail such as path networks, buildings and benches on your map of the Kitchen Garden.

Extension Activity

15 minutes

Go for a shape walk and look for shapes and patterns in the garden.

- How many can you find?
- Are there any 3-D shapes?

Health and Wellbeing focus

20 minutes

- Find an open space and collect fallen plant material (leaves, sticks, petals and even stones) to create a temporary map of the Kitchen Garden.
- Re-live your journey by discussing each of the items and describing where they were found using directional language.
- Think about how this plant material feels now and how it has/will change over time as it decays.

Food growing focus

5 minutes

Discuss how different types of food are grown in different parts of the garden.

- Why is this? Which part of the garden gets most sun and how does this affect the decision of where to grow different plants?



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- If you would like to pick fruit for your class to taste, please ask the learning team in advance what you can pick to try on the day of your visit. You are welcome to collect any fallen fruit for your use.

Extension activity at school

Make a large reminiscence map from your sketch maps, and any photos that you took to allow you to remember the Kitchen Garden trip. (e.g. this is where we saw delicious blackberries etc.) Don't forget to include a compass rose.