

Lesson 9 Identifying different buildings

Learning objectives

Children should learn:

- that a locality includes a range of types of building;
- about the function or significance of some buildings in their own locality;
- how to annotate maps.

Success criteria

Children can:

- annotate a simple route map.

Programme of Study

Develop knowledge about the UK.

Skills and processes

Geographical skills and fieldwork:

- Devise a simple map; use and construct basic symbols in a key.

Prior learning

It is helpful if children:

- recognise some local buildings;
- have some experience of labelling and annotation.

Vocabulary

building, route map, locality, route

Resources

- Prepared large route maps for each group
- Small squares of white paper (e.g 6-8 cm²)
- Scissors, crayons, glue
- A set of photographs of local buildings and large sheets of paper
- **Image gallery:** *Different buildings* (LCP CD)

Cross-curricular links

Mathematics

Differentiation

Ensure that those children who need it have access to appropriate supporting resources, such as a word bank, to allow all children to demonstrate their ability level.

Some children can be asked to write a more detailed text for the annotation activity.

Assessment evidence

Children can:

- work as a group to produce an accurate annotated route;
- use descriptive words to describe buildings.

Starter

Ask: Which buildings can you see in your street and what are they used for?

As a class, list buildings found in the area and note their uses (e.g. house, block of flats, shop, factory, shed, warehouse, bank, office block). Use the photographs as prompts as necessary. Distribute photographs to individual children and ask them to describe the buildings using appropriate adjectives.
Ask: What are the buildings used for?

Share the Learning objective and Success criteria with the children.

Introduction

Working in pairs, give children a photograph of a local building on a large sheet of paper and ask them to continue to draw what they imagine they might see to the right of the picture. Do the same for the left.

Learning activity 1

Making a picture map

Put the children in groups, distribute paper squares and allocate each child a building to draw in their square. Each group produces a set of pictures of local buildings. Distribute the large route maps and ask the children to decide where their buildings must be placed. Each member of the group can cut out their building, put it on the map and annotate the route with a simple description and the building's use or significance.

Plenary

Ask each group to report back sharing their picture maps. Ask the children to discuss locating a new building in their area (e.g. a museum, leisure centre, play area) and to justify its location in terms of people using it, (e.g. car parks).