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Year 1  
Group 1A

**Lesson Plan for Geography based on 'The World that Jack Built'**  
**R. Brown, 1990, Andersen Press, London**

**Target Group**

Ket Stage 1, Year 2

**Purpose**

- Show children to use and understand simple geographical terms  
National Curriculum page 154, 1.4
- Introduce children to simple route map making  
National Curriculum page 154, 1.7
- Express opinions on different places  
National Curriculum page 154, 1.3 & 1.9
- Ask and answer geographical questions and make observations  
National Curriculum page 154, 1.1

**Resources**

- Copy of 'The World that Jack Built'. R.Brown. 1990, Andersen Press, London
- Prepared worksheet (attached)
- Coloured pencils
- Laminated place name cards mounted onto a word-bank poster

**Class Organisation**

Story read to class as a whole then individual activity whilst completing worksheet.

**Introduction**

Tell the children that today we are going to learn about the names of different places and draw pictures to show that they are different and how we feel about them

**Activity**

Read the story to the whole class. Upon the turn of each page ask the children what they can see in each picture and how they feel about it. Enforce the vocabulary used at each stage i.e. show the difference between trees and woods and that a valley is found between hills etc. Also, as each new location in the book is reached, ask the children where we came from to get 'here' in order to enforce the sequence of the journey and the idea of movement from one place to another.

Upon completion of the story, place the word-bank poster on the wall and enforce the idea that these are the names of all the places the cat travelled through on its journey. Hand out worksheet and pencils and explain that using the word bank the children have to fill in the letters to complete the name of each place visited as well as draw a picture of that place. The final exercise is to fill in the cat's face in each box in order to show what they thought the cat felt about each place (happy or sad) and therefore express an opinion of each location.

**Assessment**

- Have the children completed each place name correctly on the worksheet?
- Have the children managed to draw a relevant picture for each location?
- Have the children expressed an opinion (via the cat) on each location?

**Estimated time of lesson**

1 to 1.5 hours

## Notes

### General

*Although this lesson plan is simple it manages to cover many areas of the National Curriculum at virtually no expense.*

*It is designed to boost children's vocabulary of geographical names, express opinions on different places and introduce them to simple route maps which could easily be followed up with further lessons on maps which introduce the sense of direction i.e. children's routes to school or any other journey they make frequently. Further exercises would naturally introduce more vocabulary to the children.*

*By completing the worksheet, the children will learn the names and the spelling of the different locations that appear in the story, draw pictures of these places in sequence and express opinions on them in a fun way by drawing in the cat's face to show whether they felt it was happy or sad at each location.*

### Problems and Solutions

- 1. As each location appears twice in the story (i.e. woods), the children may draw the same picture twice on the worksheet when the word 'woods' appears.**

*When reading the story, when a location that has already been named appears, ask the question, "Haven't we been here before?" and go back to the picture that came up earlier. Enforce the difference by asking the children what they can see that looks different. Also the layout of the worksheet, i.e. two sided should remind the children that although the locations appear twice, there is a contrast between them.*

- 2. Children may forget what each location looked like.**

*As the children are filling in the worksheet, the teacher would go around the class with a copy of the book and re-show any locations that the children were having difficulty with*

- 3. Children may have difficulty filling in the names of the places on the worksheet.**

*The worksheet can be easily modified for children of different abilities, i.e. the teacher could write in the whole word for the children to copy.*

### What if some children finish the worksheet before others?

*If children finish early they could play a simple game that had been prepared beforehand. All you would need is some photographs of the kind of places mentioned in the story and a further set of laminated place name cards. Quite simple the children are required to place the correct card on the correct picture. This exercise would introduce 'real' pictures of the locations mentioned and further enforce the names allocated to them*