



# High Bickington Church of England Primary Academy

## Geography: Secrets of the Forest

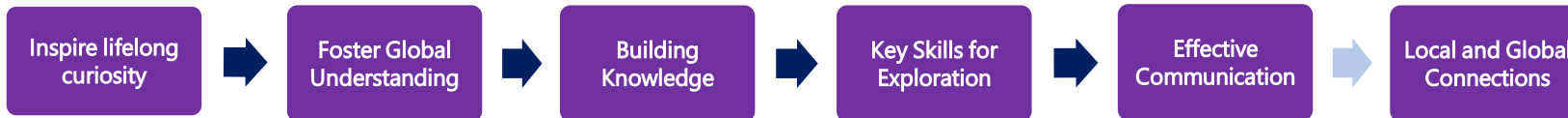


# Geography

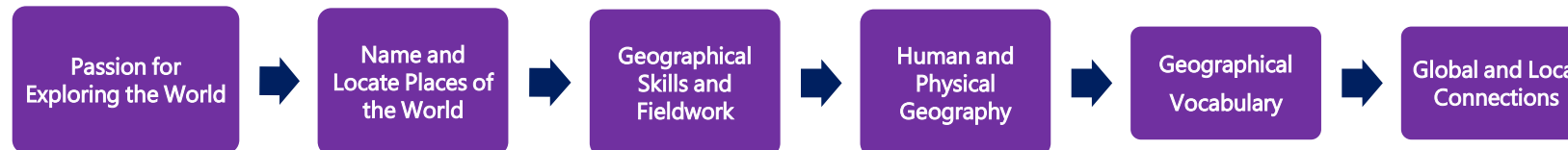
## Vision

- **Inspire Lifelong Curiosity:** Our geography curriculum is designed to spark a deep curiosity about the world, encouraging pupils to explore and question the diverse landscapes, cultures, and phenomena they encounter.
- **Foster Global Understanding:** By immersing students in the study of different places and peoples, we aim to cultivate a profound understanding and appreciation of the interconnectedness of the world, fostering empathy and global awareness.
- **Build Lasting Knowledge and Skills:** Through engaging and dynamic lessons, we ensure that students not only acquire essential geographical knowledge but also develop critical thinking and analytical skills that will serve them throughout their lives.

## Intent



## Implementation



## Impact



## Substantive Knowledge and Disciplinary Knowledge

From the Early Years Foundation Stage up to the end of Key Stage 2, the substantive knowledge progresses through conceptual development. Meanwhile, disciplinary knowledge is developed through historical enquiry and interpretation. To ensure pupils can learn more and know more over time, we believe it is crucial that our Geography curriculum develops both categories of knowledge as well as Geographical skill.

## Reviewing Prior Learning: Speak Like an Expert

**Purpose:** Sessions that ensure effective retention & recall of information.

**Regular sessions** at the start of every lesson to review prior learning.

**Friday sessions**  
Dedicated sessions reviewing the week's learning helping to make connections.

**Format**  
Activities include recap quizzes, group discussions, visual aids, role playing, teacher feedback.

**Benefits**  
Students develop strong retention skills, articulate historical knowledge & concepts.

# Intent

Inspire Curiosity	Spark deep curiosity about the world, encouraging pupils to explore and question diverse landscapes, cultures, and phenomena.
Foster Global Understanding	Cultivate empathy and global awareness by helping children understand the interconnectedness of the world and their role as global citizens.
Building Knowledge	Enhance learning through educational visits that provide practical experiences and real-world contexts for geographical concepts.
Developing Key Skills for Exploration	Develop essential geographical skills such as map reading, data collection, analysis, and fieldwork techniques to enable pupils to explore the world effectively.
Effective Communication	Teach various ways to communicate geographical information, including through maps, numerical data, written expression, and presentations
Local and Global Connections	Teach various ways to communicate geographical information, including through maps, numerical data, written expression, and presentations

# Implementation

Passion for Exploring the World	Our two-year programme ensures complete coverage of the KS2 National Curriculum, enabling children to name and locate significant places around the globe.
Name and Locate Places of the World	We develop pupils' geographical skills through hands-on fieldwork, where they collect, analyse, and communicate data. Leaders and governors rigorously monitor this aspect to maintain high standards.
Geographical Skills and Fieldwork	We inspire a passion for exploring the world by incorporating real-life contexts and educational visits, making learning relevant and engaging. External experts, trips, and visitors bring geography to life for our students.
Human and Physical Geography	Our curriculum covers both human and physical geography, ensuring that children understand the interaction between people and their environments. We continually enhance resources and integrate technology to support this learning.
Geographical Vocabulary	We assess and build upon pupils' understanding of geographical vocabulary before and after each unit, ensuring they can effectively communicate their knowledge.
Global and Local Connections	Through partnerships, such as our link with a school in India, and our focus on local geography, we deepen pupils' understanding of their locality and the wider world, fostering a sense of global citizenship.

# Secrets of the Forest

**Subject: Geography & Science**

**Year: 1 & 2**

**Term: Autumn 2**

National Curriculum Aims

**Key Objectives:**

- **Lesson 1: Introduction to the Water Cycle**  
**Objective:** WALT understand the four main stages of the water cycle (evaporation, condensation, precipitation, and run-off).
- **Lesson 2: Where in the World is Our Village?**  
**Objective:** WALT understand where our village is located in relation to the world, the UK, and Devon, and identify significant places on a map.
- **Lesson 3: Maps and Plans**  
**Objective:** WALT write for a range of purposes by creating maps and plans, focusing on instructions and narratives.
- **Lesson 4: What are the Key Features of a Village in the UK?**  
**Objective:** WALT identify and describe the key features of a village in the UK and understand how these features relate to the surrounding woodland.
- **Lesson 5: What are the Similarities and Differences Between a Village, Town, and City?**  
**Objective:** WALT compare and contrast the key features of villages, towns, and cities, and understand how they are connected.
- **Lesson 6: What are the Key Features of a Village in India?**  
**Objective:** WALT understand the key features of a village in India by exploring life in Chembakolli and comparing it to towns and cities in India.
- **Lesson 7: Are There Similarities Between Our Village Woodlands and RHS Rosemoor?**  
**Objective:** WALT compare and identify similarities between our local village woodlands and the woodland at RHS Rosemoor, with a focus on both natural and designed features

Key Elements

**Key Elements:**

**Place and Space (L1,4 and 6), Locational Knowledge (L2), Investigation (L3) , Comparison (L5 and 7)**

Key Questions

**Five Key Questions:**

What are the significant features of woodland? Where in the world is our village? How can I find my way around our village? What are the similarities and differences between a village, town and city? What are the key features of a village in India? Are there similarities between our woodlands and Rosemoor?

Curriculum coherence

**Building Learning Power - Prior Learning:**

In Reception, children explored their immediate environment through topics like *Marvellous Me*, learning about their homes, families, and local geography, and in *Let's Investigate*, they observed seasonal changes and weather patterns. By Spring, in *Caring, Sharing & Daring*, they focused on natural environments, exploring gardening, plants, and minibeasts. In Year 1, children expanded this knowledge through *Dinosaur Planet* and *Moon Zoom*, learning about continents, oceans, and contrasting locations like Britain and India, while exploring human geography and weather in *Towers, Tunnels & Turrets* and *Chop, Slice & Mash*. Building on this, Year 2's coastlines project in September taught them to create maps using symbols and keys, locate the UK's seas, and compare coastal towns. They also learned about Grace Darling's contributions to coastal safety, bringing her story to life through creative activities like drama, art, and music.

**Building Futures - Future Learning through the project:**

As the children progress to Year 3 and 4, they will deepen their geographical knowledge through diverse and engaging topics. In 'Rocks, Relics and Rumbles,' they will explore physical features such as volcanoes. 'Misty Mountain and Winding Rivers' will introduce them to the geography of mountains and river systems, incorporating map work and connections to India. The 'Blue Abyss' will revisit rivers and oceans, emphasising physical features, map skills, and environmental issues. 'Urban Pioneers' will expand their understanding of both physical and human features in urban environments.

In Years 5 and 6, their geographical education will become even more comprehensive. During Autumn, they will study 'Britain at War,' examining the impact of warfare on geography through a local study of East and West Germany. 'Sow, Grow & Farm' will focus on farming, land use, and environmental concerns, with specific attention to India. In Spring, they will explore 'Dynamic Dynasties,' involving map work and the achievements of the Shang Dynasty in China. 'Hola Mexico!' and 'Groundbreaking Greeks' will look at the geography of Mexico and Greece, respectively, through settlement studies and map work.

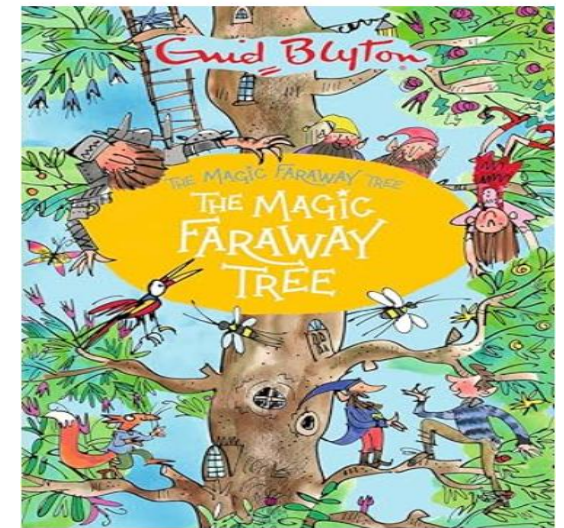
Additionally, in 'Maafa' and 'Frozen Kingdoms,' they will learn about the slave trade, civil rights, and the geography of North America, Africa, and the polar regions. The topic 'Peasants, Princes & Pestilence' will cover the history and geography of medieval Europe, while 'Off with Her Head' will explore the setting up of the Church of England. Finally, 'Road Trip USA' will provide a comprehensive study of North American geography, contrasting different regions and cultures within the continent. This progression in geographical learning aims to build a strong foundation for understanding the world, fostering a sense of global awareness and environmental stewardship

**Vocabulary:**

**Village, Town, City, Woodland, Habitat, Map, Comparison, Signpost, Chembakolli, Monsoon, Bangalore, Tea Plantation, Community, Natural Resources**

**Key Text**

The Magic Faraway Tree is the second story in the Faraway Tree series by the world's best-loved children's author, Enid Blyton. Come on a journey full of magic and adventure! Join Joe, Beth and Frannie as they take their cousin Rick on an adventure he'll never forget up the Magic Faraway Tree! Along with their friends Moon-Face, Saucepan Man and Silky the fairy, the children tumble from the fun of the Land of Toys to the thrill of trying to escape the Land of Dreams. Will they ever make it home for tea? Anything's possible in THE MAGIC FARAWAY TREE! The Faraway Tree stories have been delighting readers for over 75 years. Look out for the other titles in The Magic Faraway Tree series: The Magic Faraway Tree, Folk of the Faraway Tree, and Up the Faraway Tree. Also available in beautiful deluxe editions. (Amazon UK)



Development of Knowledge	Lesson	Lesson Content	Substantive Knowledge	Disciplinary Knowledge
	Lesson 1	<p><b>NB: Stick A5 widgit vocabulary sheet in children's books prior to starting the lesson.</b></p> <p><b>Lesson Objective:</b> WALT observe the local environment and understand woodland habitats, while asking and answering questions about living things and seasonal change.</p>	<p><b>Substantive Knowledge:</b> Children understand that woodlands are habitats for various living things, and that different seasons affect the environment and the creatures living within it.</p>	<p><b>Disciplinary Knowledge:</b> Children can observe and describe the natural environment.  Children can collect, categorise, and display</p>

	<p><i>Recap on Prior Learning (5 mins):</i></p> <ul style="list-style-type: none"> <li>Review what children already know about the natural world and the outdoors. Ask questions like, “What kinds of animals or plants do we find in nature?” or “Have you ever noticed how different the seasons feel?”</li> </ul> <p><i>Activity 1: Woodland Walk and Nature Collection (30 mins)</i></p> <ul style="list-style-type: none"> <li><b>Task:</b> Take a local woodland walk and use your "super senses" to explore the magic of nature. <ul style="list-style-type: none"> <li>Encourage children to collect “fallen treasures” like leaves, nuts, seeds, and other natural items in small bags.</li> <li>Describe their surroundings, observing features like tree bark, leaf shapes, wildflowers, and other natural elements.</li> <li>Use digital cameras to photograph interesting finds, such as tree bark patterns or large leaves.</li> <li>Along the way, discover fantasy items you’ve placed beforehand, like miniature slippers, fairy wings, a tiny bowl, or a sprinkle of fairy dust.</li> </ul> </li> </ul> <p><i>Activity 2: Nature Table Display (20 mins)</i></p> <ul style="list-style-type: none"> <li><b>Task:</b> Back at school, set up a nature table displaying the interesting treasures collected during the walk. <ul style="list-style-type: none"> <li>Encourage children to share what they found, describing the items in terms of size, texture, and colour.</li> <li>Explain the importance of woodland safety, discussing items that shouldn’t be touched or eaten and looking out for potential hazards.</li> </ul> </li> </ul> <p><i>Adaptation Note for SEND Pupils:</i></p> <ul style="list-style-type: none"> <li>Provide additional support during the walk, with clear instructions and simple prompts to guide their exploration.</li> <li>Offer pre-collected items for those who may struggle with sensory input in the outdoor environment.</li> <li>Ensure additional adult support is present to help with taking photographs and collecting items.</li> </ul> <p><i>Diving Deeper Challenge:</i></p>		<p>natural items, while using photographs to support their findings.</p>
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		<ul style="list-style-type: none"> <li>• <b>Task:</b> Ask children to identify and group the collected items based on their characteristics (e.g., leaves, seeds, or bark).</li> <li>• Explore fantasy storytelling by imagining which woodland creatures or fairies might have used the found fantasy items.</li> </ul> <p><i>Conclusion (10 mins):</i></p> <ul style="list-style-type: none"> <li>• Review the day’s discoveries by looking at the photographs taken and discussing the collected items.</li> <li>• <b>Big Question:</b> What makes a woodland special? How do living things survive and thrive in these habitats, and what changes do we see with the seasons?</li> </ul>		
	Lesson 2	<p><b>Lesson Objective:</b> WALT understand where our village is located in relation to the world, the UK, and Devon, and identify significant places on a map.</p> <p><i>Recap on Prior Learning (5 mins):</i> Review what children learned in the previous lesson about woodland habitats and the local environment. Ask, “What did we see in the woodland around our school?” and “Where do you think our village is in the world?”</p> <p><i>Activity 1: Exploring Maps (20 mins)</i></p> <ul style="list-style-type: none"> <li>• <b>Task:</b> Look at a series of maps – the world map, the UK map, and a map of Devon. <ul style="list-style-type: none"> <li>○ Begin by showing the world map. Discuss where the UK is and talk about how small our country looks compared to the world.</li> <li>○ Move to the UK map, pointing out Devon and discussing where our region is within the UK.</li> <li>○ Finally, focus on a larger map of Devon. Help the children locate their village and point out nearby towns or natural landmarks.</li> <li>○ Discuss key places like their school, home, and any nearby features (e.g., rivers, hills)</li> </ul> </li> </ul> <p><i>Activity 2: Sketchbook Mapping (20 mins)</i></p> <ul style="list-style-type: none"> <li>• <b>Task:</b> In their sketchbooks, children will use maps of the world, the UK, and a larger central map of Devon. <ul style="list-style-type: none"> <li>○ Children will draw and label their village, school, and significant places (such as their homes or familiar local landmarks) on the map of Devon.</li> </ul> </li> </ul>	<p><b>Substantive Knowledge:</b> Children understand that their village is part of Devon, which is part of the UK, and that the UK is a small country in a big world</p>	<p><b>Disciplinary Knowledge:</b> Children can use maps to locate places and identify their surroundings.</p> <p>Children can draw and label features of their local area on a map.</p>

		<ul style="list-style-type: none"> <li>○ Use string or paper arrows to show connections between the maps, signposting how their village is part of Devon, part of the UK, and part of the world.</li> <li>○ Encourage the children to draw their own homes and key places on the Devon map.</li> </ul> <p><i>Adaptation Note for SEND Pupils:</i></p> <ul style="list-style-type: none"> <li>● Provide maps with pre-marked locations of the village and school to help them visualise.</li> <li>● Use large arrows or string to make connections between the maps more visible.</li> <li>● Provide additional adult support for drawing tasks and labelling.</li> </ul> <p><i>Diving Deeper Challenge:</i></p> <ul style="list-style-type: none"> <li>● <b>Task:</b> Ask children to find and label other towns or natural features in Devon on their maps (e.g., Barnstaple, Exmoor, Dartmoor) and describe why they might be important.</li> </ul> <p><i>Conclusion (10 mins):</i></p> <ul style="list-style-type: none"> <li>● Review the children's maps, highlighting how their village fits into the world and why it's important to understand their place in it.</li> <li>● <b>Big Question:</b> Why is it important to know where we live and understand the places around us?</li> </ul> <p><b>Practical Resources:</b></p> <ul style="list-style-type: none"> <li>● World map, UK map, and large map of Devon</li> <li>● Sketchbooks</li> <li>● String or paper arrows for signposting locations</li> <li>● Pencils, crayons, or markers for drawing</li> </ul>		
	<p><b>Lesson 3</b></p>	<p><b>Lesson Objective:</b> WALT write for a range of purposes by creating maps and plans, focusing on instructions and narratives.</p> <p><i>Recap on Prior Learning (5 mins):</i></p> <ul style="list-style-type: none"> <li>● Review the maps from the previous lesson where the children located their village, school, and significant places within Devon. Ask, "Where did we find our village on the map of Devon?" and "What other important places did we locate?"</li> <li>● Discuss how the children used string and arrows to connect their village to the UK and the world, and ask, "Why is it important to know where our village is in the world?"</li> </ul>	<p><b>Substantive Knowledge:</b> Children understand that maps and plans are used to show locations of key features and that these can be labelled to give instructions or information.</p>	<p><b>Disciplinary Knowledge:</b> Children can create simple maps, using satellite images as a reference, and label features accurately.</p> <p>Children can write for a range of purposes, including giving instructions and creating narratives</p>

*Activity 1: Using Google Maps and Satellite Images (15 mins)*

- **Task:** Explore the school grounds using Google Maps and satellite images.
  - Show children an aerial view of the school grounds and surrounding areas, including the local woodland.
  - Model how to use a simple key to label features on a map (e.g., school, trees, playground, woods).
  - Display an aerial view of your village and demonstrate drawing a simple map, marking important places like the church, park, woods, and homes.
  - Challenge children to think about where they might plant saplings or add woodland features, such as tree trunks, wooden stumps, or dens.

*Activity 2: Creating and Labelling Maps (20 mins)*

- **Task:** Draw a simple map of the school grounds or village.
  - Children use satellite images as a guide to draw their own map, labelling key features like the school, trees, paths, and potential planting sites.
  - Encourage them to label 10 different things on their map, using their imagination to add future woodland features like tree trunks or a campfire site.
  - Use practical resources like tablets or printed satellite images for reference.

*Adaptation Note for SEND Pupils:*

- Provide pre-drawn maps with space for children to label key features.
- Use visual aids such as large, simplified images and colourful keys to support understanding.
- Offer additional adult support for labelling and drawing tasks.

*Diving Deeper Challenge:*

- **Task:** Write a short story or narrative about what they might see and do in their enchanted woodland. Include where the features they have added to their map would be and how they could be used (e.g., a secret den, a magical tree stump).

*Conclusion (10 mins):*

- Review the children's maps, discussing where they chose to place different woodland features.
- **Big Question:** Why is it important to plan where we plant trees and other woodland features? How can maps help us care for and enjoy our surroundings?

	Lesson 4	<p><b>Lesson Objective:</b> WALT identify and describe the key features of a village in the UK and understand how these features relate to the surrounding woodland.</p> <p><i>Recap on Prior Learning (5 mins):</i></p> <ul style="list-style-type: none"> <li>Review the maps created in previous lessons. Ask, “What did we find on our maps when we looked at our village? What important places did we see?”</li> <li>Briefly discuss how their village is connected to the woodland they explored earlier. Ask, “Why do you think woodlands are important to our village?”</li> </ul> <p><i>Activity 1: Village Walk and Observation (30 mins)</i></p> <ul style="list-style-type: none"> <li><b>Task:</b> Take the children on a guided walk around the village, focusing on identifying key features of a typical UK village. <ul style="list-style-type: none"> <li>Children will take their maps from previous lessons and use them to locate and label places in the village during the walk (e.g., the church, post office, local shops, park).</li> <li>Along the way, tie in the theme of woodland by pointing out nearby wooded areas or trees and discussing how the woodland interacts with the village (e.g., for recreation, resources, wildlife).</li> <li>Encourage children to observe both human-made and natural features, such as houses, shops, streets, and trees or small woodland areas.</li> <li>Children will make simple notes or drawings in their sketchbooks, adding new labels or landmarks to their maps as they explore</li> </ul> </li> </ul> <p><i>Activity 2: Mapping Village Features (15 mins)</i></p> <ul style="list-style-type: none"> <li><b>Task:</b> Back in the classroom, children will use their observations from the walk to update their maps. <ul style="list-style-type: none"> <li>Add new labels for the village’s key features (e.g., shops, church, roads) and any natural features (e.g., woodland, trees, fields) they observed.</li> <li>Use arrows or symbols to show how the woodland relates to the village (e.g., paths leading to the woods, woodland areas near homes)</li> </ul> </li> </ul> <p><i>Adaptation Note for SEND Pupils:</i></p> <ul style="list-style-type: none"> <li>Provide simplified maps with key features already marked for them to observe during the walk.</li> </ul>	<p><b>Substantive Knowledge:</b> Children understand the key features of a village in the UK, including human-made and natural elements.</p> <p>Children know that woodlands play a role in supporting life in and around a village</p>	<p><b>Disciplinary Knowledge:</b> Children can observe and describe the key features of their village and how they relate to surrounding woodlands.</p> <p>Children can update maps to reflect their observations during a field walk, using simple labels and symbols.</p>

	<ul style="list-style-type: none"> <li>• Offer visual aids and photographs to help children recognise key village and woodland features during the walk.</li> <li>• Provide adult support for recording observations and sketching</li> </ul> <p><i>Diving Deeper Challenge:</i></p> <ul style="list-style-type: none"> <li>• <b>Task:</b> Ask children to think about how their village would look different without the woodland. Encourage them to write or draw a short story about how the woodland helps their village (e.g., providing homes for animals, places to explore, or materials for homes).</li> </ul> <p><i>Conclusion (10 mins):</i></p> <ul style="list-style-type: none"> <li>• Review the children’s updated maps and discuss the key features they observed in the village. Ask, “What did we see today that makes our village special? How do the woods and trees help make our village a nice place to live?”</li> <li>• <b>Big Question:</b> Why are woodlands important to the villages they surround? How do they affect the people and animals living nearby?</li> </ul> <p><i>Practical Resources:</i></p> <ul style="list-style-type: none"> <li>• Maps created in previous lessons</li> <li>• Clipboards, sketchbooks, and pencils for note-taking</li> <li>• Cameras or tablets for taking pictures during the walk (optional)</li> <li>• Visual aids or photos of common village and woodland features</li> </ul>		
Lesson 5	<p><b>Lesson Objective:</b> WALT compare and contrast the key features of villages, towns, and cities, and understand how they are connected</p> <p><i>Recap on Prior Learning (5 mins):</i></p> <ul style="list-style-type: none"> <li>• Review the key features of their village from the previous lesson. Ask, “What did we find on our village walk? How did our village look compared to other places you’ve been?”</li> </ul> <p><i>Activity 1: Watching the BBC iPlayer Video (10 mins)</i></p> <ul style="list-style-type: none"> <li>• <b>Task:</b> Watch the short film from BBC iPlayer about villages, towns, and cities. <ul style="list-style-type: none"> <li>○ Encourage children to think about the key features of each settlement as they watch.</li> <li>○ Ask children to make mental notes or brief sketches of any features that stand out (e.g., houses, roads, shops, places of worship, tall buildings).</li> </ul> </li> </ul>	<p><b>Substantive Knowledge:</b> Children understand the key features of villages, towns, and cities, and how they are connected through roads, railways, and other infrastructure.</p>	<p><b>Disciplinary Knowledge:</b> Children can compare and contrast villages, towns, and cities, identifying similarities and differences in their key features.</p> <p>Children can use maps to locate settlements and understand how they are connected.</p>

**Points for Discussion:**

- What is a locality?
- What are the key features of a village?
- What are the key features of a town?
- What are the key features of a city?
- How are villages, towns, and cities connected?

*Activity 2: Class Discussion and Map Exploration (15 mins)*

- **Task:** After watching the video, discuss the key features of villages, towns, and cities as a class.
  - Use a map of the United Kingdom to locate key cities, towns, and villages, starting with those in their local area.
  - Introduce keys and symbols on the map, showing how places are connected by roads, railways, or rivers.
  - Ask, “How do these connections help people living in villages, towns, and cities? Why is it important for them to be connected?”

*Activity 3: Creating a Comparison Chart (20 mins)*

- **Task:** Children will create a simple comparison chart in their sketchbooks to explore the similarities and differences between villages, towns, and cities.
  - Provide headings such as “Village,” “Town,” and “City” and ask children to write or draw key features for each type of settlement (e.g., size, population, key buildings, transport links).
  - Children can refer to the video, class discussion, and map exploration to complete their charts.

*Adaptation Note for SEND Pupils:*

- Provide a pre-made comparison chart with pictures of key features for each settlement type, with space for children to add additional notes or labels.
- Offer additional adult support during the map exploration and chart activity.

*Diving Deeper Challenge:*

- **Task:** Ask children to think about how villages, towns, and cities have changed over time. Can they predict what cities might look

		<p>like in the future? How might transport, buildings, or technology change how people live in these places?</p> <p><i>Conclusion (10 mins):</i></p> <ul style="list-style-type: none"> <li>Review the comparison charts as a class. Ask, “What did we learn today about villages, towns, and cities? How are they similar and how are they different?”</li> <li><b>Big Question:</b> Why is it important for people living in villages, towns, and cities to stay connected? How do these places help each other?</li> </ul> <p><i>Practical Resources:</i></p> <ul style="list-style-type: none"> <li>BBC iPlayer video on villages, towns, and cities (<a href="#">Link</a>)</li> <li>Twinkl resources for comparisons</li> <li>Map of the United Kingdom</li> <li>Sketchbooks for comparison charts</li> <li>Pencils, crayons, and markers for drawing and writing</li> </ul>		
	<p><b>Lesson 6</b></p>	<p><b>Lesson Objective:</b> WALT understand the key features of a village in India by exploring life in Chembakolli and comparing it to towns and cities in India.</p> <p><i>Recap on Prior Learning (5 mins):</i></p> <ul style="list-style-type: none"> <li>Review what children have learned about their own village and the differences between villages, towns, and cities in the UK. Ask, “What did we see on our village walk? How do villages in the UK look different from towns or cities?”</li> </ul> <p><i>Activity 1: Introducing Indian Villages (10 mins)</i></p> <ul style="list-style-type: none"> <li><b>Task:</b> Introduce the concept of an Indian village by using the <b>Chembakolli</b> resources. Show images or a slideshow of daily life in Chembakolli, highlighting key features such as homes, schools, and transportation <ul style="list-style-type: none"> <li>Discuss the unique features of Chembakolli, such as simple homes, natural surroundings, and traditional farming methods.</li> <li>Explain how village life in India is often closely connected to nature and agriculture.</li> </ul> </li> </ul>	<p><b>Substantive Knowledge:</b> Children understand that villages, towns, and cities in India have distinct features, and that life in Chembakolli differs from life in a large Indian city.</p>	<p><b>Disciplinary Knowledge:</b> Children can compare and contrast features of different settlements and use maps to locate places in India.</p> <p>Children can create simple charts to show the differences between villages, towns, and cities.</p>

*Activity 2: Comparing Indian Villages, Towns, and Cities (15 mins)*

- **Task:** Show images of a **village, town, and city in India** using the resources from Chembakolli and other sources. You could use:
  - **Chembakolli (village):** Show simple homes, farming, local schools, and natural surroundings.
  - **Town (e.g., Gudalur):** Show larger buildings, markets, more developed infrastructure.
  - **City (e.g., Bangalore or Mumbai):** Show tall buildings, busy streets, transport, and modern amenities.

*Points for Discussion:*

- What are the key features of a village, town, and city in India?
- How do the features of Chembakolli compare to a nearby town or a large city like Bangalore?
- What are the similarities and differences in the way people live, work, and travel in these places?

*Activity 3: Map and Chart Activity (20 mins)*

- **Task:** Use maps and images to place Chembakolli (village), Gudalur (town), Mangalore (city) and Bangalore (city) on a map of India.
  - Children will create a simple chart in their sketchbooks comparing villages, towns, and cities in India. They can use headings like “Homes,” “Transport,” “Jobs,” “Shops,” and “Environment” to list differences based on the images and discussions.
  - Encourage children to add drawings or labels of things they notice in the images (e.g., types of homes, transportation).

*Adaptation Note for SEND Pupils:*

- Provide simplified images and pre-labelled charts for comparing the village, town, and city.
- Use visual aids such as picture cards to support understanding of the different features.

*Diving Deeper Challenge:*

- **Task:** Ask children to think about how technology or infrastructure in cities might change life in a village like Chembakolli over time. What do they predict might be different in the future?

		<p><i>Conclusion (10 mins):</i></p> <ul style="list-style-type: none"> <li>Review the comparison charts. Ask, “What makes Chembakolli special? How is life in an Indian village different from life in a city like Mangalore or Bangalore?”</li> <li><b>Big Question:</b> Why is it important to understand how people live in different parts of the world, like villages, towns, and cities in India?</li> </ul>		
	Lesson 7	<p><b>Lesson 7: Are There Similarities Between Our Village Woodlands and RHS Rosemoor?</b>  <b>Lesson Objective:</b>  WALT compare and identify similarities between our local village woodlands and the woodland at RHS Rosemoor, with a focus on both natural and designed features.</p> <p><i>Recap on Prior Learning (5 mins):</i></p> <ul style="list-style-type: none"> <li>Discuss what children have learned about their own village woodlands in previous lessons. Ask, “What are some of the key features of our village woodland? What trees, plants, or wildlife have we observed?”</li> <li>Introduce RHS Rosemoor and explain that they will be visiting to explore another type of woodland during their <b>Christmas workshop</b>.</li> </ul> <p><i>Activity 1: Visit to RHS Rosemoor Woodland Christmas Workshop (Field Trip)</i></p> <ul style="list-style-type: none"> <li><b>Task:</b> During the visit, children will explore the woodland at RHS Rosemoor, taking part in the Christmas workshop. Encourage them to observe the natural features of the woodland, such as the types of trees, plants, and paths, and any seasonal changes. <ul style="list-style-type: none"> <li>As part of the workshop, they will engage in Christmas-themed woodland activities, such as crafting with natural materials, learning about woodland wildlife, and exploring decorated woodland areas.</li> <li>Encourage children to make mental or written notes of any similarities they notice between Rosemoor's woodland and their village woodland (e.g., types of trees, paths, natural features, wildlife).</li> </ul> </li> </ul>	<p><b>Substantive Knowledge:</b>  Children understand that woodlands can be both natural and designed, and that they play an important role in both local environments and public spaces.</p>	<p><b>Disciplinary Knowledge:</b>  Children can compare two different woodlands by observing natural and man-made features.</p> <p>Children can reflect on how woodlands change across seasons and how they are used for different purposes (e.g., community events).</p>

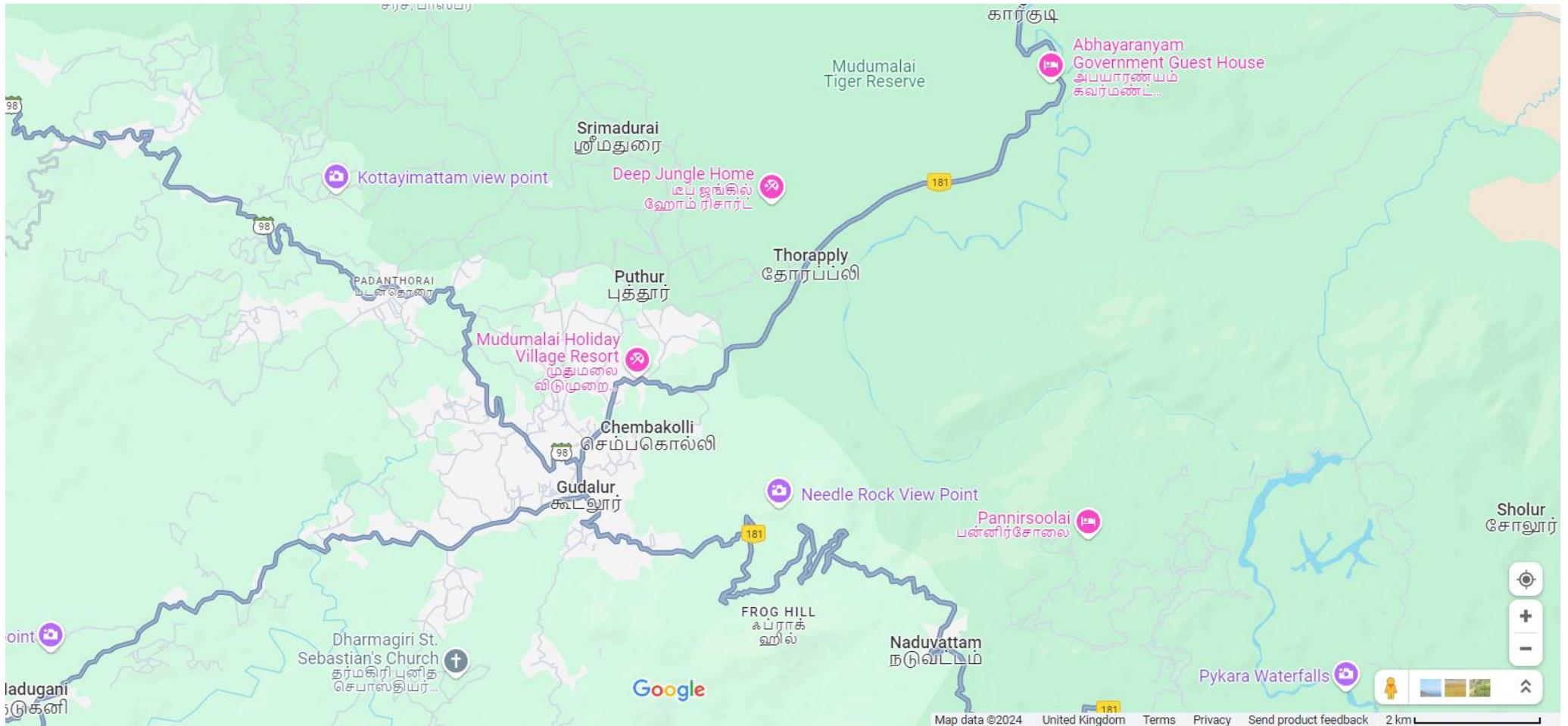
		<p><i>Activity 2: Post-Visit Discussion and Comparison Chart (20 mins)</i></p> <ul style="list-style-type: none"> <li>• <b>Task:</b> After returning from the trip, children will work together to create a comparison chart in their sketchbooks or on the board. <ul style="list-style-type: none"> <li>○ On one side, list features of their village woodland, and on the other side, list features from RHS Rosemoor. Encourage children to think about what was the same (e.g., trees, natural wildlife) and what was different (e.g., designed pathways, holiday decorations).</li> <li>○ Discuss both the natural and man-made aspects of both woodlands. Ask, “How is Rosemoor’s woodland designed to look festive for Christmas? How does that compare to our village woodland?”</li> </ul> </li> </ul> <p><i>Adaptation Note for SEND Pupils:</i></p> <ul style="list-style-type: none"> <li>• Provide simplified prompts or visual aids (e.g., photographs from the trip) to help children recall key features from both woodlands.</li> <li>• Offer support during the discussion and chart activity, ensuring all children can participate.</li> </ul> <p><i>Diving Deeper Challenge:</i></p> <ul style="list-style-type: none"> <li>• <b>Task:</b> Ask children to think about how RHS Rosemoor’s woodland might look different in other seasons. Could they imagine what it would be like in spring or summer? How might their own village woodland change with the seasons?</li> </ul> <p><i>Conclusion (10 mins):</i></p> <ul style="list-style-type: none"> <li>• Review the comparison chart and discuss the key similarities and differences. Ask, “What makes RHS Rosemoor’s woodland special, and how does it compare to our own? Why do people visit Rosemoor’s woodland at Christmas time?”</li> <li>• <b>Big Question:</b> Why do woodlands play an important role in both natural environments and designed spaces like RHS Rosemoor?</li> </ul> <p><i>Practical Resources:</i></p> <ul style="list-style-type: none"> <li>• Sketchbooks for comparison charts</li> <li>• Photographs from both village woodlands and RHS Rosemoor</li> <li>• Pencils and crayons for drawing and note-taking</li> </ul>		
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## Glossary

<b>Village</b>	A small place with houses and farms where people live in the countryside. <i>Example:</i> Our village has a church and some shops.
<b>Town</b>	A place bigger than a village, with more houses and places to go. <i>Example:</i> We go to town to visit the supermarket.
<b>City</b>	A very big place with lots of people, tall buildings, and many shops. <i>Example:</i> London is a busy city with tall buildings.
<b>Woodland</b>	A place full of trees where animals live and plants grow. <i>Example:</i> We walk through the woodland to see birds and squirrels.
<b>Habitat</b>	The home where an animal or plant lives. <i>Example:</i> A pond is a habitat for frogs
<b>Map</b>	A picture that shows where things are, like roads, towns, and places. <i>Example:</i> We used a map to find where our school is
<b>Comparison</b>	Looking at two things to see how they are the same or different. <i>Example:</i> We made a comparison between our village and a city
<b>Signpost</b>	A sign that tells you where something is or which way to go. <i>Example:</i> We used a signpost to show where our homes are on the map.
<b>Chembakolli</b>	A village in southern India where people live in houses made of natural materials. <i>Example:</i> Chembakolli is a village in India that grows tea.
<b>Monsoon</b>	Heavy rains that come during certain seasons in India. <i>Example:</i> The monsoon brings a lot of rain to Indian villages.
<b>Bangalore</b>	A large city in India known for its technology and tall buildings. <i>Example:</i> Bangalore is much bigger than the villages in India
<b>Tea Plantation</b>	A large farm where tea is grown, often found in places like Chembakolli. <i>Example:</i> People in Chembakolli work on tea plantations.
<b>Community</b>	A group of people who live or work in the same place. <i>Example:</i> Our school is part of the village community.
<b>Natural Resources</b>	Things we get from nature, like wood from trees or water from rivers. <i>Example:</i> Trees give us wood, which we can use to make furniture

- This book tells the story of a river's journey from the mountains to the sea, with beautiful illustrations and a poetic narrative that captivates young readers





Chembakolli is a village in the south of India, in the [Nilgiris district, Tamil Nadu](#). It is located in the [Nilgiri Hills](#). Chembakolli's closest town is [Gudalur](#) and its closest city is [Mysore](#) and [Coimbatore](#) to south of Nilgiris district.

Land Rights

The [Adivasi](#) Tribe were forced to leave their forest land when the [Mudumalai](#) Forest Reserve was established in 1940. [1] On 5 December 1988 10,000 people took part in a march through the town of Gudalur, demanding the return of their land.

The Adivasi now live in 200 villages, including Chembakolli, and have the own school, Vidyodaya School, and, since 1990, their own hospital in Gudalur. They also own their own tea estate. [2]

## Agriculture

Most people in Chembakolli are farmers. Crops include rice, onions, tomatoes, peppers and oranges. These crops are generally grown for consumption in the village rather than for sale. Tea is the main commercial crop grown around Chembakolli.

## Transport

One of the [Nilgiri Ghat Roads](#) runs from [Ooty](#) to [Mysore](#) through Gudalur. There is a bus station in Gudalur town, operated by the Tamil Nadu Transport Corporation (TNSTC-Coimbatore division). Buses run from Gudalur to Ooty, Coimbatore, Mysore and other destinations. There is also an express bus to [Chennai](#) and [Coimbatore](#).<sup>[3]</sup>

The nearest railway station is at Mysore with train services to [Bangalore](#), [Chennai](#), [Mumbai](#), [Jaipur](#) and other destinations. There is also a station at [Ooty](#) serving the [Nilgiri Mountain Railway](#).

The nearest airport is [Coimbatore International Airport](#). Also they use taxi's a lot.

## Education

Children walk to their nearest school, in Gudalur.<sup>[4]</sup> This school has recently been rebuilt and has a library, computers and a large hall. This school is involved in teacher training. School trips are arranged, and the school has a small bus.<sup>[5]</sup> They also sometimes get to school by using a jeep.

The village became notable in the UK when it was chosen by the UK Department of Education as a location for case study in Geography Unit 10: A village in India.<sup>[6]</sup> [ActionAid](#) produce materials to aid in the study of the location.<sup>[7]</sup>