

# My room

## Key questions

- What can I observe?
- Do all people have the same perspective?
- What are the human and physical features of a landscape?

## Learning objectives

- To make observations.
- To create and annotate a field sketch.
- To consider others viewpoint.

## Key vocab

- landscape
- human
- rivers
- physical
- place
- label
- map
- key

## Working together

Virtual telescope – use a single sheet of paper to make a telescope and look through it at a specific place in your house or garden.

Record yourself describing the 'view' and share this with a friend: can the friend accurately draw the view described inside a circle?



A successful city is one that is always getting bigger.

## Why not start by...

Asking the children to list all the activities that happen in their bedroom. What else could happen in that space? What if everything was taken out – what could happen then?

## Build on this by...

Getting pupils to cover part of their floor with a blanket or sheet to create a landscape and then use anything else that they have in their room to add in human features such as villages, towns, cities, rivers, valleys, roads, woodland, railways, beaches, mountains, etc. They could place labels on their landscape. Use a Lego figure or small toy to explore the landscape and find out what the challenges and highlights of journeying across it would be. What sort of people would their character meet on the journey? Why are they there? What are they doing? Where have they come from? Where are they going to? What jobs do they have? Think about the conversations that might happen.

Watch this [video](#) for an example.



## X-Curricular: English

On separate Post-it notes or squares of paper ask the children to write a sentence to describe each room in their house. Encourage them to draw on all of their senses.

Next the pupils should lay the Post-its or paper out and arrange them in an order that flows together (they can edit here) to form a poem.

## What if...

You could make a 'place capsule'? This is like a time capsule but tells the finder all about a place (room).

Ask the children to think about what items they would place in their capsule to represent each room. If they're too big, how might they be represented? The pupils might like to make one to bring in to school.

## Extension opportunity

Use the landscape to explain a geographical concept such as:

- The water cycle
- Flooding
- Tourism
- Land use