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Places We Belong - Foundation

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Teaching Places We Belong

Foundation HASS • Geography

Ten planned 60-minute lessons explore what makes a place special and how people can care for it. Pupils distinguish a place from its features, ask useful questions, observe and record, make a pictorial map, compare reasons and propose safe care. The essential question is: What makes a place special and how can we care for it?

A complete classroom inquiry

Riverbend Park is a fictional teaching case. Use the supplied six-feature map, eight case cards and their comments as the complete evidence set. The map is not to scale. The library is above the playground; trees are on the left; picnic tables are below; the broad path and entrance are on the right. The concept display uses generic examples and is not an additional Riverbend evidence map.

Prepare and protect

Read each lesson file before teaching. Have the matching W01–W10 learning records, displays, case cards, drawing materials and large game counters available. An approved adult-supervised local observation can replace the picture study, after school permission access and safety checks. Never collect home addresses, enter water or let pupils touch hazardous litter. The fictional route meets the same learning purpose.

Evidence, access and success

Accept pointing, gesture, drawing, speech, selected pictures, a communication board/device or adult-scribed words. Keep the same learning criteria. Collect the question, observation record, map, viewpoint explanation and care proposal across the unit. The final assessment combines a three-feature map, why the place matters and one feasible care proposal, supported by a short individual conference. Assess understanding and reasoning, not handwriting, neatness or confidence.

The ten-lesson route

1–3: establish the inquiry

1 Places we belong: distinguish a place and a feature. 2 Why special: connect child and older-resident comments to reasons. 3 Ask before a walk: pose a what/where question and choose a safe source. Keep W01–W03 as early evidence; adult scribing is acceptable.

4–6: observe, represent and compare

4 Look and record: record three observed features and identify the source. 5 Map it: represent the relative locations of three features. 6 Different users: compare safe play with the need for a continuous accessible route. Keep W04–W06 and a brief record of each pupil's explanation.

7–8: reason about care

7 Care choices: choose a useful, safe action and identify adult help. 8 Plan a better place: keep observed evidence separate from a proposed improvement. The new-path case shows a benefit and cost: access improves, a garden bed becomes smaller and shade remains limited. A proposed shade solution is not an observed park feature.

9–10: explain and reflect

9 Special-place explanation: assemble the map, significance and care proposal; use A1 and R1. 10 Care and reflect: compare a different reason and build a justified care case. A private conference or partner exchange can replace public presentation. All ten lessons have a separate ten-slide editable presentation. The quiz has ten questions and explanatory answer slides; read prompts aloud and retain an alternative response mode.

Use the slide files deliberately

The learner presentations are prompts for active teaching, not a script to read without discussion. Pause at each practical task and revisit the actual picture or case card. The final two slides check evidence and close the lesson. Teacher guidance belongs in this guide; slide speaker notes are blank.

An eight-session teaching route

Compress the route, not the evidence

When eight sessions are available, select the relevant slides from the ten separate files. Use one opening and one closing in a combined session. Do not run two complete decks back to back. A useful 60-minute pattern is 5 minutes retrieval, 10 modelling, 30 investigation, 10 explanation and 5 reflection.

Sessions 1–4

Session 1 combines Lessons 1–2: name places/features, then use the two comments to explain significance; keep W01 and W02 evidence. Session 2 uses Lesson 3 and W03. Session 3 uses Lesson 4 and W04, with a picture study or approved walk. Session 4 uses Lesson 5 and W05 to map relative locations.

Sessions 5–7

Session 5 uses Lesson 6 and W06 to compare user needs. Session 6 uses Lesson 7 and W07 for safe care choices. Session 7 uses Lesson 8 and W08 to distinguish observations from proposed improvements. Use the eight case cards and selected Evidence Trail challenges instead of adding extra content.

Session 8: complete the assessment

Combine selected explanation and reflection slides from Lessons 9–10. Pupils use their existing W02–W08 portfolios to complete A1's map/significance/care components, and explain their evidence in a short accessible conference. Record a different viewpoint and a safe transfer proposal. Use W09/W10 as response or reflection organisers when helpful; do not require two extra full worksheets before assessing. A class care charter can follow the conferences.

Keep assessment accessible

Gather observations during earlier sessions and conference in small groups or individually. A pupil can point to a map and use pictures or adult scribing. Public speaking is not required. All essential learning and assessment are completed by Session 8; the ten-lesson route remains available for a longer timetable.

Lesson 1 • Places we belong

Focus and resources

Distinguish a place from a feature within it. Use Lesson 01, D1, the Riverbend map, W01 and drawing materials. Success: the pupil names or selects a place and one feature that belongs within it.

8 minutes • retrieve and notice

Show a school, park and library example. Ask where people learn, play or read. Accept familiar public places without requesting private addresses. Listen for a whole place being confused with one object.

12 minutes • model

Point to a school and say: This is a place. Point to a tree within it and say: This is one feature. Contrast school/tree and park/playground. Use D1 to show that special means important for a reason, not simply a favourite.

25 minutes • investigate

For 8 minutes, guide pairs to identify a whole place and one feature in each scene. For 12 minutes, pupils choose a place, draw/select it in W01 and record one feature in the second box. For 5 minutes, check the connection with each pupil and correct an object that has no shown relationship to the chosen place.

10 minutes • explain

Partners point to their drawings and explain how the feature is part of the place. Invite another valid feature for the same place. Record the pupil's own explanation, if an adult scribes.

5 minutes • extend and adapt

Ask for one place and one feature within it. Offer two picture choices and spoken modelling, then let the pupil choose independently. Extend by explaining how the feature helps someone use the place. Keep W01 as diagnostic evidence.

Lesson 2 • Why special

Focus and resources

Explain a reason a place matters using a supplied comment. Use Lesson 02, D2, Riverbend map, C1-2/C1-3 and W02. Success: connect a person, a feature and a reason rather than saying only I like it.

8 minutes • retrieve

Name one Riverbend feature. Ask whether that feature could matter to two different people. Recall the place/feature distinction from Lesson 1.

12 minutes • model

Read the child comment: I want safe play. Link it to the playground. Read the older resident: I value quiet seating. Link it to the picnic table. D2 shows that these comments support different reasons; a picture alone cannot tell us what a person values.

25 minutes • investigate

For 8 minutes, guide pairs to match each comment to a feature. Ask them to point to the supporting comment. For 12 minutes, complete W02's two response areas with drawing, selection, speech or writing. For 5 minutes, ask each pupil why the same park can matter to both people; do not require one reason to defeat the other.

10 minutes • explain

Use the frame: This place matters to ____ because _____. Partners check whether the explanation follows the actual comment. Discuss how different reasons can both matter.

5 minutes • exit and adapt

Check for two source-supported reasons. Offer person/feature picture choices and reread one comment at a time. Extend by asking what additional information might help people make a shared decision. Keep W02 and the pupil's explanation.

Lesson 3 • Ask before a walk

Focus and resources

Pose a relevant what/where question and plan a safe observation. Use Lesson 03, the Riverbend map, C1 and W03. Success: a question can be investigated with the selected source.

8 minutes • retrieve

Ask what we already know about the library and what we still wonder. Sort a statement from a question by modelling the difference aloud.

12 minutes • model

Turn I wonder about the library into Where is the library on our map? Point to the map as a suitable source. Explain that why someone values the library needs a comment. Model What features can we see? and plan to record three. Rehearse staying with the supervising adult, using the agreed route, avoiding water and leaving hazardous litter for adults.

25 minutes • investigate

For 8 minutes, pairs practise one what/where question using picture prompts. For 12 minutes, pupils record a question and source choice in W03, with a drawing or scribed words. For 5 minutes, teacher checks relevance and safe rules. Use the completed inquiry map to study when a walk is unsuitable; never record home addresses.

10 minutes • explain

Partners share the question and show what source could help answer it. Ask which information the source cannot provide. Keep their wording rather than replacing it with an adult question.

5 minutes • exit and adapt

Each pupil shows a question, a source and one safe rule. Offer what/where starters and picture selections. Extend by explaining why a map or comment is the better source for a particular question. Keep W03 for the final inquiry conference.

Lesson 4 • Look and record

Focus and resources

Record observed information and identify its source. Use Lesson 04, the Riverbend map or approved adult-supervised local route, W03 and W04. Success: three records reflect visible features without adding wished-for objects.

8 minutes • retrieve

Revisit the investigation question and safe routine. Identify the source being used today: a picture study or an approved walk.

12 minutes • model

Point to one feature on the source, then sketch a simple record and name it. Contrast I can see a playground with I would like a bigger playground. The second is a proposal and does not belong in the observation record. Artistic detail is not needed.

25 minutes • investigate

For 8 minutes, guide a close look at the source and make three different features. For 12 minutes, pupils record them in W04 through drawings, selected pictures or adult-scribed labels. For 5 minutes, check each feature against the source. On a walk, use the safest accessible route and adult supervision; do not touch hazardous litter or approach water.

10 minutes • explain

Pupils identify their source and point to what supports one recorded feature. Ask a partner to check the match rather than admire the drawing. Revisit an imagined addition kindly and move it to a later proposal discussion.

5 minutes • exit and adapt

Ask What did you observe, and what shows it? Offer one feature at a time and reduce drawing demands without reducing observation. Extend by explaining one limit of the picture or walk. Keep W04 and the source identification.

Lesson 5 • Map it

Focus and resources

Represent three features in relative locations. Use Lesson 05, the Riverbend map, C1-1, W04/W05, D1 and movable picture choices. Success: the map corresponds to the source and explains beside, above or below.

8 minutes • retrieve

Name three observed features. Ask which is above or below another on the source. Explain that a pictorial map is a view from above, not a front-view photograph.

12 minutes • model

Keep north at the top. Place the library above the playground and the trees to their left. Add simple pictorial labels. Explain that this teaching map is not to scale: it represents locations but cannot supply exact distance. Distinguish a feature symbol from the entire place.

25 minutes • investigate

For 8 minutes, guide pairs to position three picture choices while referring to the source. For 12 minutes, pupils draw or arrange their three features in W05's large map area. For 5 minutes, compare the positions with the source and check one spatial statement. Accept approximate placement that preserves the relationship; avoid judging neatness.

10 minutes • explain

Partners explain one relation using beside, above or below and show the supporting source. Ask how changing a symbol's position would change the map's message.

5 minutes • exit and adapt

Check three features and one correct spatial relation. Offer movable pictures, gesture and adult scribing. Extend by adding the picnic tables below the playground or explaining why exact distances cannot be read. Keep W05 for assessment.

Lesson 6 • Different users

Focus and resources

Recognise and compare more than one perspective. Use Lesson 06, C1-2/C1-4, the Riverbend map and W06. Success: explain what helps each person and link each idea to their supplied comment.

8 minutes • retrieve

Recall the child's reason for valuing the park. Ask whether every park user must have the same reason. Read the actual comments before making an inference.

12 minutes • model

Compare safe play with a continuous accessible route. Trace a level path from entrance to a feature. A single ramp that ends at steps does not make a continuous route. Explain that a wheelchair user can vary many things; the supplied comment is this fictional person's state, need not tell him about all people.

25 minutes • investigate

For 8 minutes, guide pairs to match each comment to helpful features. For 12 minutes, pupils use W06's two areas to show what helps the child and wheelchair user. For 5 minutes, ask each to explain why both needs deserve attention. Do not ask pupils to impersonate disability or judge a classmate's body.

10 minutes • explain

Partners use the two comments to compare reasons respectfully. Ask what makes a route continuous and how an improvement could help more than one user.

5 minutes • exit and adapt

Check two distinct, source-linked needs. Reread comments with picture choices and permit pointing or scribing. Extend by tracing the complete route and identifying what further access information would need checking. Keep W06 and the explanation.

Lesson 7 • Care choices

Focus and resources

Select a safe, useful care action and identify adult help. Use Lesson 07, C1–8, W07 and the park evidence. Success: the action addresses a need and fits a child's safe role.

8 minutes • retrieve

Name a feature or user need that matters. Ask what care could protect it. Separate a useful intention from a safe action.

12 minutes • model

Read C1–8. Link a clear path to access and sharp litter to asking an adult for help. Model a reason: Keeping the route clear helps people use it. Children leave sharp or hazardous litter untouched. Planting, bins, crossings and building work need the appropriate adult or local authority; a child cannot simply change them alone.

25 minutes • investigate

For 8 minutes, discuss safe proposals and proposals requiring adult control. For 12 minutes, pupils choose a safe action from W07, explain the need and identify a helper. For 5 minutes, check both usefulness and safety with each pupil. This is planning and discussing, to reject hazardous options.

10 minutes • explain

Partners explain how the action could help the place or its users. Ask who should decide or organise the adult part. Accept more than one feasible care idea when supported.

5 minutes • exit and adapt

Check an action, a reason and a helper. Offer safe action pictures and model the reason orally. Extend by comparing two safe options or explaining a limit of the proposal. Keep W07; a pupil's proposal need not match the sample answer exactly.

Lesson 8 • Plan a better place

Focus and resources

Separate an observation from a proposed improvement. Use Lesson 08, the Riverbend map, C1-7/C1-8, W05 and W08. Success: identify what exists in the source and clearly label a new care idea.

8 minutes • retrieve

Point to a feature already shown on the map. Recall one safe care proposal. Ask how we can show an idea without pretending it is already there.

12 minutes • model

Use two areas labelled observed now and proposed change. Keep the original map evidence intact. Explain C1-7: a new path improves access, but garden bed becomes smaller and shade remains limited. A benefit does not erase a cost. An adult-supported shade proposal is a new idea, not evidence of existing shade.

25 minutes • investigate

For 8 minutes, pairs practise sorting a shown feature and a proposed change. For 12 minutes, pupils complete W05 with one observation and one clearly labelled improvement, using drawing or writing. For 5 minutes, check the observation against its source and whether the proposal addresses a real need safely. Adults plan or supervise construction and planting.

10 minutes • explain

Pupils point to the source for the observation, then explain why their proposal could help. Ask what must be checked before acting and whether another user could be affected.

5 minutes • exit and adapt

Check the two categories and a reason. Use picture selections or two oral statements if drawing distracts from reasoning. Extend by naming a possible trade-off. Keep W08 as evidence of reasoned application.

Lesson 9 • Special-place explanation

Focus and resources

Explain a map, significance and safe care using evidence. Use Lesson 09, W03–W08, W09, A1, R1 and the Riverbend sources. Success: three source-matched map features, a reason the place matters and a feasible care proposal.

8 minutes • retrieve

Revisit the pupil's question, observation and map. Check that the pupil can identify a source rather than relying on a memorised sentence.

12 minutes • model

Point to a map feature, use a supplied comment to explain significance, and connect a safe care idea to a need. Explain that the sample is one possible response. Read the assessment expectations aloud: reading, drawing, writing and confident speaking are not the learning criteria.

25 minutes • investigate

For 8 minutes, guide pupils to organise existing evidence. For 12 minutes, each uses W09 or A1 to assemble the three components with their chosen communication mode. For 5 minutes, confer with pupils who need an individual prompt, recording their own ideas. Use A1's second page to retain inquiry and viewpoint notes; continue conferences during Lesson 10 if needed.

10 minutes • explain

A partner could ask: Where does your evidence show that? and Who might have another reason? Record the response. Public presentation is optional; an accessible private exchange is equally valid.

5 minutes • exit and adapt

Ask pupils to show the map, reason and care idea. Provide picture choices, a communication board/device or scribing while keeping the criteria. Extend with A1's unfamiliar hall transfer question. Use R1 across the portfolio and conference rather than one written page alone.

Lesson 10 • Share and reflect

Focus and resources

Share an evidence-based conclusion and reflect on different reasons. Use Lesson 10, W10, A1/R1, pupil maps and C1. Success: acknowledge another reason and suggest a safe, justified care promise.

8 minutes • retrieve

Revisit a pupil's map and explanation. Recall that a place can matter to different people for different reasons. Finish any short individual assessment conferences.

12 minutes • model

Respond respectfully to a different viewpoint: I heard your reason; my source shows _____. Model a class care promise such as keeping routes clear and asking an adult about hazardous litter. A promise must be useful and within safe roles, not merely attractive words.

25 minutes • investigate

For 8 minutes, pairs compare explanations using the actual comments or observations. For 12 minutes, pupils complete W10 or give an equivalent recorded response about another person's reason, their conclusion and a care promise. For 5 minutes, gather supported proposals for a class care charter. Give every pupil an accessible way to contribute; do not require personal home or family disclosure.

10 minutes • explain

Ask which source supports the conclusion, what has changed in the pupil's thinking and what still needs checking. Combine compatible safe proposals while retaining different reasons. Use selected quiz questions as discussion checks, not a speed test.

5 minutes • exit and adapt

Check one justified conclusion and a safe transfer idea. Accept gesture, pictures, speech, drawing or scribed words. Extend by considering the hall with a clear path but limited shade. Complete R1 using accumulated evidence and record a specific next teaching step.

Evidence Trail · teacher key

Prepare and teach a turn

Use G1's rules, six-stop board and eight challenge cards with C1. Groups of 2–4 take turns. Pick a challenge, make a supported response, ask one kind question, check against these criteria, then move to the next stop. Use large counters or point; no dice, speed or elimination. After Reflect, try another card. The worked C1–2 turn links the playground to safe play.

Challenges 1–4

1 Name a feature shown on C1–1, such as library or playground. 2 Ask a relevant what/where question about the library, such as Where is it on the map? 3 Use C1–2/C1–3 to explain that safe play and quiet seating need different supported reasons; neither must be dismissed. 4 Explain a continuing accessible route from entrance to the desired feature; a ramp leading at steps is insufficient.

Challenges 5–8

5 Leave sharp litter untouched and tell an adult. 6 Explain the new path's access benefit and smaller garden-bed cost; shade remains limited. 7 A proposed new bench is an idea for the future, not a feature already observed. 8 For a hall with a clear path but little shade, propose an adult-organised shade solution and explain its usefulness; do not claim it already exists.

Accept reasons, not exact scripts

A different wording or possible proposal is valid when it follows the evidence and safe role. Read the card aloud, offer pictures or let a partner ask the question. Supports do not make a response less successful. Correct a claim gently by returning to the actual source. Use challenges as formative discussion, not a final assessment by themselves.

Checking learning and next steps

Use the answer pages thoughtfully

Each W01–W10 learner page is immediately followed by its matched answer page. Red examples model one possible response, not a copying requirement. Factual matches must follow the source; open care and reflection responses can differ when justified. Keep the original response spaces and ask the pupil to explain their own record.

Content and inquiry checks

W01 checks place/feature; W02 significance; W03 a question and source; W04 observations; W05 relative location; W06 perspectives; W07 safe care; W08 observation/proposal; W09 a complete explanation; W10 reflection. A1 combines a three-feature map, significance and care with question/source/viewpoint/conclusion evidence. Its full example checks transfer beyond repeating a game answer.

Read R1 across evidence

Use the four dimensions: accurate understanding, evidence/process, explanation/application and reflection/responsibility. Distinguish incomplete reasoning, sound demonstrated learning and justified transfer. A communication support is not automatically a lower level. Where evidence is missing, ask a fresh accessible question before making a judgement.

Quiz use

The editor quiz has ten questions with explanatory answer slides, plus instructions, selection and closing. It checks place/feature, reasons, inquiry, observation, relative position, differing users, continuous access, safe care, observed versus proposed change and transfer. Hide an answer until the discussion is complete. Accept pointing, selected pictures, speech or drawings; do not reward speed.

Choose the next teaching response

For an inaccurate feature, return to the picture. For an unsupported reason, reread the comment. For an unsafe proposal, identify the adult role. For a confused map, practise two relative positions with movable pictures. For secure understanding, ask what additional evidence or user viewpoint would improve the decision.



Places We Belong

Key ideas



place

An area people know or use.



feature

One thing within a place.



special

Important for a reason.



map

A drawing that shows where things are.



beside

Next to something.



care

Help keep a place safe and useful.



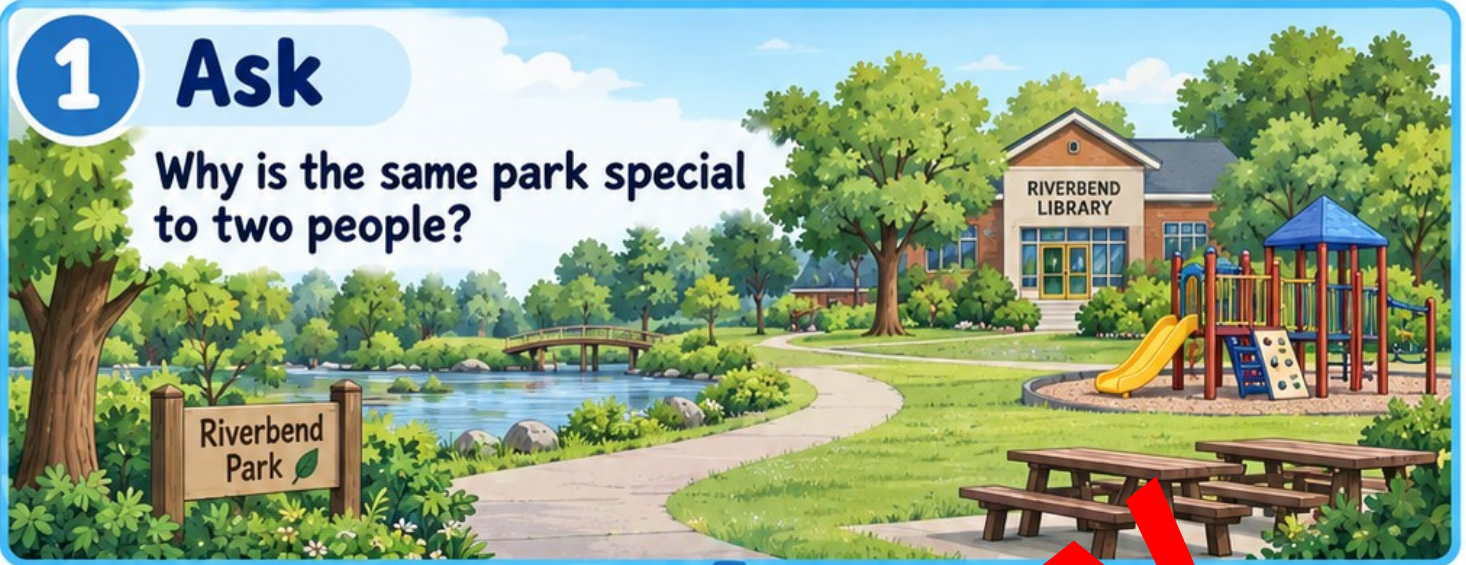
Point, speak, draw or use pictures to share your idea.

How we explain our evidence

🌿 Fictional Riverbend Park 🌿

1 Ask

Why is the same park special to two people?



2 Look at the evidence



3 Explain

The child values play.
The older resident values quiet seating.
Both reasons can matter.



Point to a comment that supports your answer.

Riverbend Park

Fictional teaching map • Not to scale



What can you see?

Riverbend case cards

Fictional people and place • Teacher reads aloud

C1-1 • Our park



The library is above the playground on our map

C1-2 • Child



C1-3 • Older resident



C1-4 • Wheelchair user





Riverbend case cards

Fictional people and place • Teacher reads aloud



C1-5 • Gardener



I want the plants protected.

C1-6 • Librarian



I value reading and meeting access.

C1-7 • A new path



A new path links gate to library. Access improves. One garden bed gets smaller. Shade is still limited.

C1-8 • Safe care



Keep the route clear. Ask an adult to help with litter or new planting.

Evidence Trail

Rules and a worked turn

Play in a group of 2–4. Use a large counter or point. Take turns; this is not a race.

1. Pick a challenge card.



2. Point or share your reason.



3. Ask one kind question.



4. Check the teacher key together.



5. Move to the next step.



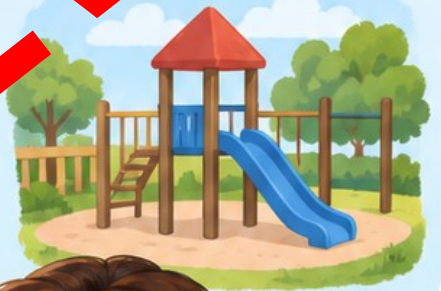
Worked turn

Card C1-2: I want safe play.

My reason: The child values the playground for safe play.

Kind question: Which comment supports our reason?

Check: Match the person, feature and reason.



Point, speak, gesture or use pictures. Your reasoning matters.

Evidence Trail

Six thinking stops



Start at Notice. Take turns with a challenge card. After Reflect, try another card.
Point, speak or use pictures. No race.



Evidence Trail

Challenge cards • Teacher reads aloud

Our place
Our people
A brighter tomorrow

1 Notice

C1-1: Name one feature in Riverbend Park.



2 Ask

Ask a what or where question about the library.



3 Compare

C1-2 and C1-3:
Why can both reasons matter?



4 Explain

C1-4: What helps the wheelchair user reach the library?



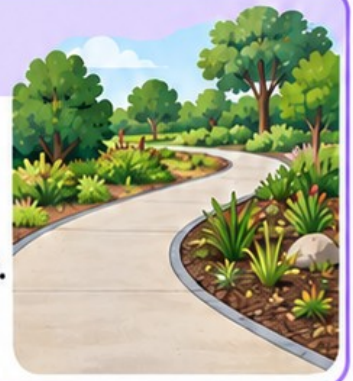
5 Apply

C1-8: What should you do if you see a sharp litter?



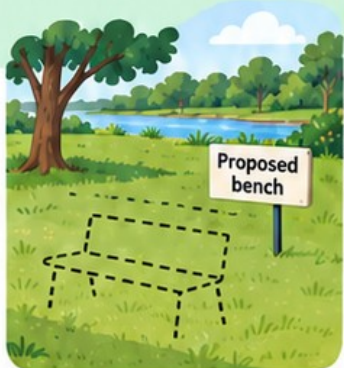
6 Reflect

C1-7: Name one benefit and one cost of the new path.



7 Map

A new bench is proposed. Is it there now? Explain.



8 Transfer

The hall has a clear path but no shade. Suggest safe care.



Use a source or a reason. Check the teacher key.

Name: _____

Places we belong

Learning record 1

Notice



school



park



library

A school is a place. A tree can be a feature.

Record

My place

One feature in it

Explain

My place is _____. One feature is _____.

Point, speak, draw or ask an adult to scribe.

Name: ANSWERS

Places we belong

Learning record 1

Notice



school



park



library

A school is a place. A tree can be a feature.

Record

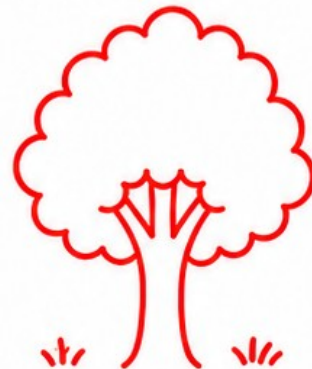
My place



school

One possible response

One feature in it



tree

One possible response

Explain

My place is school. One feature is tree.

A tree is one part of the school.

Point, speak, draw or ask an adult to scribe.

Name: _____

Why special

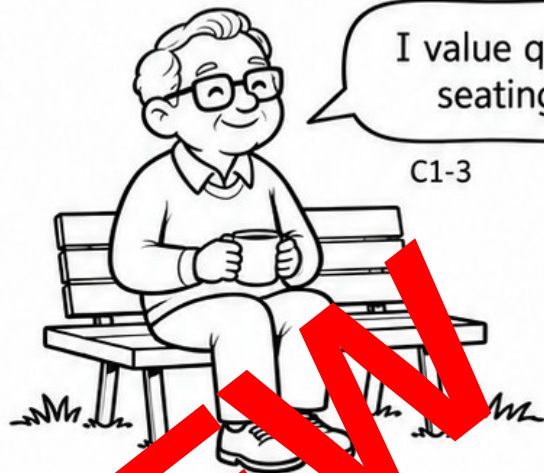
Learning record 2

Notice



I want safe play.

C1-2



I value quiet seating.

C1-3

Match and record

What helps the child?

What helps the older resident?

Reason: _____

Reason: _____

Explain

Why can the same park matter to both people?

Use the comments. Point, speak, draw or dictate.

Name: ANSWERS

Why special

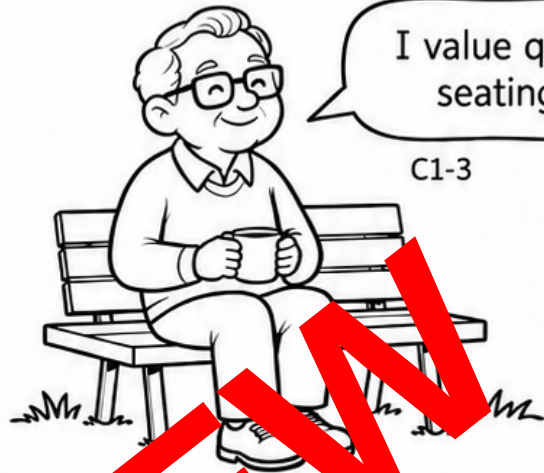
Learning record 2

Notice



I want safe play.

C1-2



I value quiet seating.

C1-3

Match and record

What helps the child?

One possible response



playground

What helps the older resident?

One possible response



quiet seating

Reason: safe play

Reason: a quiet place to sit

Explain

Why can the same park matter to both people?

The child values play.

The older resident values quiet seating. Both reasons matter.

Use the comments. Point, speak, draw or dictate.

Ask before a walk

Learning record 3

Name: _____

Notice and plan



Where is the library on our map?

Choose a question word: what / where

Record

My investigation question

A picture that helps me ask

My source: ☐ picture study ☐ adult-supervised walk

Explain

One safe observation rule:

Stay with the adult. Stay away from water. Leave hazardous litter.

Point, speak, draw or dictate. No home addresses needed.

Ask before a walk

Learning record 3

Name: ANSWERS

Notice and plan



Where is the library on our map?

Choose a question word: what / where

Record

My investigation question

Where is the library
on our Riverbend map?

A picture that helps me ask



One possible response

My source: ☒ picture study ☐ adult-supervised walk

Explain

One safe observation rule:

Stay with the supervising adult.

Stay with the adult. Stay away from water. Leave hazardous litter.

Point, speak, draw or dictate. No home addresses needed.

Look and record

Learning record 4

Name: _____

Notice:

Look at your approved place or the fictional Riverbend map.



Record:

Draw or name three features you can see.

Feature 1

Feature 2

Feature 3

My source: ☐ Riverbend picture ☐ adult-supervised walk

Explain:

How does your source support your record?

Record what you observe. Keep wished-for changes separate.

Point, speak, draw or dictate.

Look and record

Learning record 4

Name: ANSWERS

Notice:

Look at your approved place or the fictional Riverbend map.



Record:

Draw or name three features you can see.

Feature 1



library

Feature 2



playground

Feature 3



trees

One possible Riverbend response

My source: ☒ Riverbend picture ☐ adult-supervised walk

Explain:

How does your source support your record?

The Riverbend picture shows
the library, playground and trees.

Record what you observe. Keep wished-for changes separate.

Point, speak, draw or dictate.

Map it

Learning record 5

Name: _____

Notice:

A map shows where features are.

Use the fictional Riverbend map. It is not to scale.

Draw:

Show three features in the right places.

My map



Explain:

Choose one: beside / above / below

The _____ is _____ the _____.

My source: Riverbend picture map

Draw what the source shows. A proposed change is a new idea.

Point, speak, draw or dictate.

Map it

Learning record 5

Name: **ANSWERS**

Notice:

A map shows where features are.

Use the fictional Riverbend map. It is not to scale.

Draw:

Show three features in the right places.



Explain:

Choose one: beside / above / below

The **library** is **above** the **playground**.

My source:

Riverbend picture map

Draw what the source shows. A proposed change is a new idea.

Point, speak, draw or dictate.

Different users

Learning record 6

Name: _____

Notice: Read the two fictional Riverbend comments.



Record: What could help each person?

Child

PREVIEW

Wheelchair user

PREVIEW

Because:

Because:

Explain: Why can both needs matter?

Check the comments. A route must stay accessible all the way.

Point, speak, draw, select pictures or dictate.

Different users

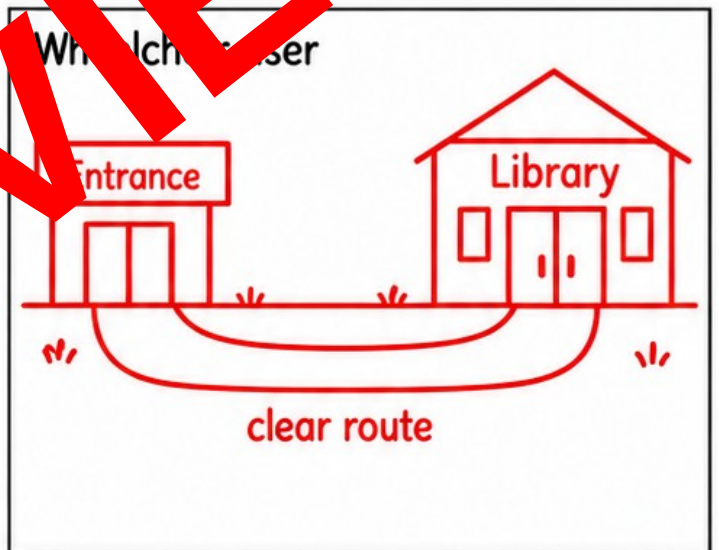
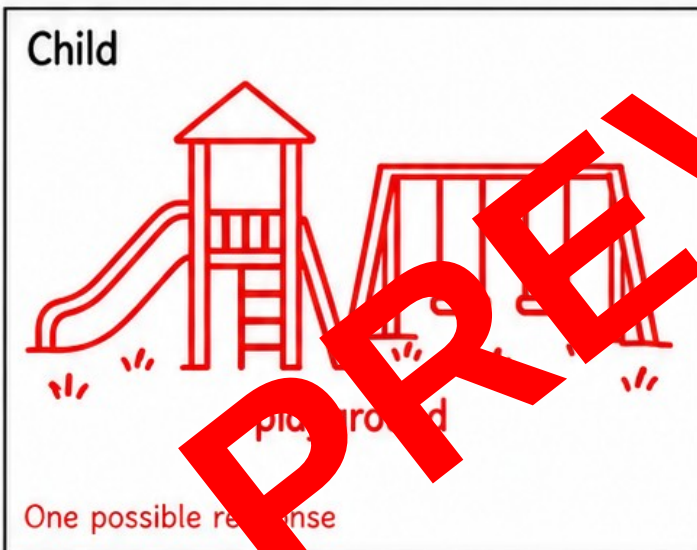
Learning record 6

Name: _____ **ANSWERS**

Notice: Read the two fictional Riverbend comments.



Record: What could help each person?



Because:

She can play safely.

Because:

He can reach the library.

Explain: Why can both needs matter?

Both people should be able to use and enjoy the park.

Check the comments. A route must stay accessible all the way.

Point, speak, draw, select pictures or dictate.

Care choices

Learning record 7

Name: _____

1. **Notice:** Tick two safe ways a child can help.

☐

Keep the path clear.

☐

Tell an adult about sharp litter.

☐

Pick up sharp litter alone.

☐

Build a new path alone.



2. **Record:** Draw or show your safe care action.

My action: _____

An adult can help by: _____

3. **Explain:** Who will it help? Why?

Adults handle hazardous litter and construction.
Point, speak, draw, select pictures or dictate.

Care choices

Learning record 7

Name: **ANSWERS**

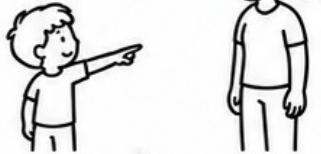
1. Notice: Tick two safe ways a child can help.



Keep the path clear.



Tell an adult about sharp litter.



Pick up sharp litter alone.



Build a new path alone.



2. Record: Draw or show your safe action.



One possible response

My action: **Tell an adult and stay back.**

An adult can help by: **removing hazardous litter safely.**

3. Explain: Who will it help? Why?

It helps park users.

They can avoid sharp litter.

Adults handle hazardous litter and construction.

Point, speak, draw, select pictures or dictate.

Plan a better place

Learning record 8

Name: _____

Notice: Use the Riverbend map and case cards.

An observation is shown. A proposal is a new idea.

Record: Keep the two ideas separate.



Observed now



Proposed change

Empty box for recording an observation.

Empty box for recording a proposed change.

Source for my observation: _____

Explain: Why could your proposal help?

Two horizontal lines for writing an explanation.

An adult needs to:

Two horizontal lines for writing what an adult needs to do.

Check the need, safety and effects on other people.

Point, speak, draw, select pictures or dictate.

Plan a better place

Learning record 8

Name: ANSWERS

Notice: Use the Riverbend map and case cards.

An observation is shown. A proposal is a new idea.

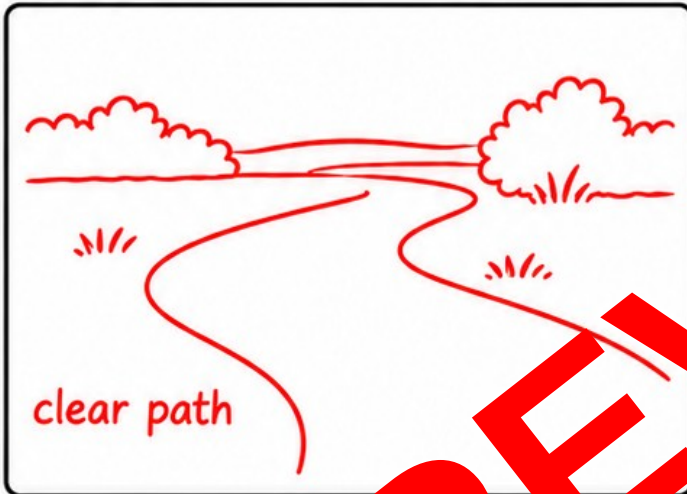
Record: Keep the two ideas separate.



Observed now



Proposed change



Source for my observation: Riverbend map

Explain: Why could your proposal help?

Shade could help people rest.

The route can stay clear.

An adult needs to:

check a safe place for shade

and plan the work.

Check the need, safety and effects on other people.

Point, speak, draw, select pictures or dictate.

Special-place explanation

Learning record 9

Name: _____

Notice: Use your map and Riverbend sources.

Record: Show a map with three features.

Draw here or point to your completed W05 map.



Why is the place special?

My safe care idea:

Source for my explanation: _____

Explain: Who will your care idea help?

Point to your evidence as you explain.

Point, speak, draw, select pictures or dictate.

Special-place explanation

Learning record 9

Name: ANSWERS

Notice: Use your map and Riverbend sources.

Record: Show a map with three features.

Draw here or point to your completed W05 map.



Why is the place special?

The child can play safely.

The playground matters to her.

My safe care idea:

Keep the broad path clear

so people can reach the library.

Source for my explanation: Riverbend map; C1-2; C1-4.

Explain: Who will your care idea help?

People using the path.

Point to your evidence as you explain.

Point, speak, draw, select pictures or dictate.

Share and reflect

Learning record 10

Name: _____

Notice: Listen to a different reason about Riverbend.

Ask: What evidence supports your reason?

Record: Another person's reason:

My conclusion:

Source for my conclusion: _____

Our safe care promise:

PREVIEW

Explain: Why will it help?

What should we check next?

Different supported reasons can both matter.

Point, speak, draw, select pictures or dictate.

Share and reflect

Learning record 10

Name: **ANSWERS**

Notice: Listen to a different reason about Riverbend.

Ask: What evidence supports your reason?

Record: Another person's reason:

**The older resident values
quiet seating.**

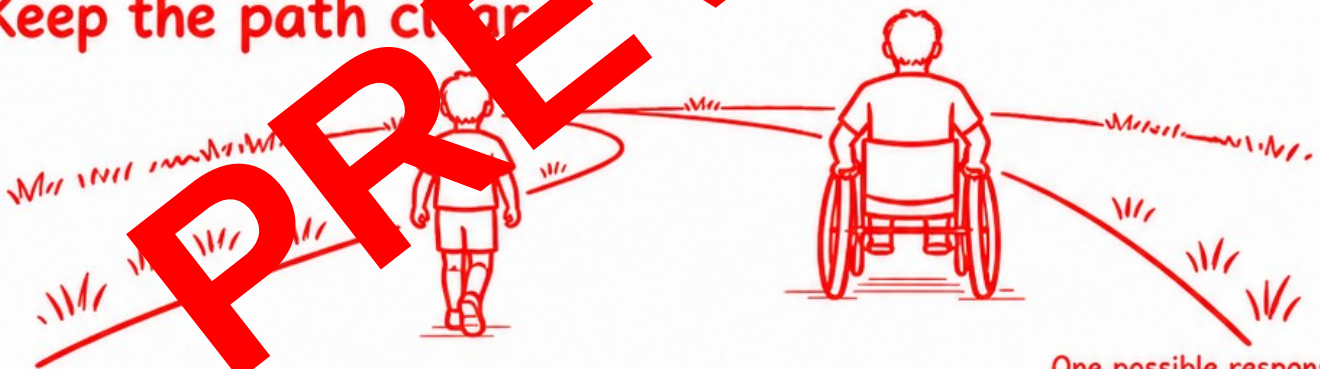
My conclusion:

**The park can matter for play
and quiet seating.**

Source for my conclusion: **C1-2; C1-3, C1-**

Our safe care promise:

Keep the path clear



One possible response

Explain: Why will it help?

It helps people reach places safely.

We can keep the route clear.

What should we check next?

Ask users what else they need.

Different supported reasons can both matter.

Point, speak, draw, select pictures or dictate.

Places We Belong

Assessment A1 • Page 1 of 2

Name: _____

1. Show a map with three features.
2. Explain why the place is special.
3. Suggest one safe care idea.

My chosen place: _____

My map

Show observed features in fitting position

PREVIEW

Source for my map: _____

Why is it special?

My safe care idea:

This helps: _____

Use Riverbend or a school-approved familiar place.

Point, speak, draw, select pictures or dictate.

Places We Belong

Assessment A1 • Page 2 of 2

Name: _____

Evidence conference

Use your learning records. An adult may scribe your ideas.

My question: _____

What I observed: _____

My source: _____

Another person's reason: _____

My conclusion and evidence: _____

A source limit or next check: _____

Try a new place

The hall has a clear path but no shade.



Suggest an adult-supported care idea.

Why could it help? _____

Point, speak, draw, select pictures or dictate.

Places We Belong

Rubric R1

Name: _____

Dimension	Incomplete evidence	Sound evidence	Justified transfer
Accurate understanding	Place/feature or map positions are not yet clear.	Shows three observed features in fitting positions and explains why the place matters.	Uses feature positions and viewpoints to explain different reasons the place matters.
Evidence and process	Question, observations or source are missing or not yet linked.	Asks a relevant question, records features and names the source.	Links question and records to a conclusion; explains a source limit.
Explanation and application	Reason or care idea is not yet supported by evidence.	Uses a map or comment to support a reason and one feasible care idea.	Applies a justified care idea to the new hall case while keeping access clear.
Reflection and responsibility	A different viewpoint or safe adult role is not yet explained.	Recognises another reason and explains safe child and adult roles.	Explains who different choices help and what needs checking before action.

Use portfolio and conference evidence.

Communication supports do not set the level.

Assess understanding, not handwriting, neatness, speed or confidence.

PREVIEW

Lesson 1
Places we belong



Our learning

Name a place and one feature inside it.

Show what you can see.

Ask one what or where question.

PREVIEW

Places you know

Think of school, a park or a library.

Point to one familiar place.

What can you see there?

PREVIEW

A place and a feature

Riverbend Park is the whole place.

The playground is one feature.

A place can contain many features.

PREVIEW

Look together

Use our fictional Riverbend map.

Find the library above the playground.

Point to another visible feature.

PREVIEW

Explore three scenes

Compare school, park and library pictures.

Name each place and one thing within it.

Ask a partner: What can you see?

PREVIEW

Your learning record

Use W01 to draw a place and a feature.

You may point, speak or use picture choices.

An adult can record your words.

PREVIEW

Show your evidence

Point to the place you chose.

Point to a feature within it.

How do you know it is there?

PREVIEW

Our exit check

Say: The place is _____.

One feature is _____.

A question I could ask is _____.

PREVIEW

PREVIEW

We've done it!
Share one idea.

PREVIEW

Lesson 2
Why Special



Our learning

Explain why a place is special.

Use a person's comment as evidence.

Different reasons can both matter

PREVIEW

Remember our park

Name one Riverbend feature.

Could the same feature matter to two people?

Share a first idea.

PREVIEW

Listen to the child

C1-2: I want safe play.

The playground helps the child play.

That comment gives us a reason.

PREVIEW

Listen to the older resident

C1-3: I value quiet seating.

The picnic tables offer a place to sit.

The same park matters for another reason.

PREVIEW

Match a reason

Match each comment to a feature.

Point to the comment that supports you.

Say: This place matters because _.

PREVIEW

Your explanation

Use W02 to connect a person and a feature.

Explain the reason with a partner.

Draw, point or dictate if helpful.

PREVIEW

Compare respectfully

One person values play. Another values seating.

A different reason is not automatically wrong.

Listen before adding your own reason.

PREVIEW

Our exit check

Why can one park be special to two people?

Use both supplied comments.

Say more than just: I like it.

PREVIEW

PREVIEW

We've done
So far one idea.

PREVIEW

Lesson 3
Ask before a walk



Our learning

Ask a useful what or where question.

Plan how to look safely.

Choose a picture study or approved work.

PREVIEW

A wondering

I wonder about the library.

Turn that wondering into a question.

What would help us find out?

PREVIEW

Model a question

Where is the library on our map?

I can find its position in the picture.

Why someone values it needs a comment.

PREVIEW

Choose what to record

What features can we see?

Plan to draw or name three.

Leave space for our observations

PREVIEW

Our safe routine

Stay with the supervising adult.

Use the agreed route; stay away from water.

Leave hazardous litter for adults.

PREVIEW

Prepare your question

Use W03 and choose what or where.

Rehearse the question with a partner.

Point to a picture or dictate your words.

PREVIEW

A complete alternative

We can investigate fictional Riverbend in class.

Use the map and case cards as our sources.

We do not need anyone's home address.

PREVIEW

Our exit check

Share your investigation question.

Show what source may help answer it.

Name one safe observation rule.

PREVIEW

PREVIEW

We've done it!
Share one idea.

PREVIEW

Lesson 4
Look and record



Our learning

Record three features we can observe.

Name the source of our record.

Keep imagined changes separate

PREVIEW

Our question

What features can we see?

Recall our safe looking routine.

Choose the approved walk or Riverben study

PREVIEW

Model an observation

Our map shows a library above the playground.

I draw those two features in that order.

I do not add a new bench as an observation.

PREVIEW

Look carefully

Find three visible features.

Notice where each one is.

Check the picture or place again.

PREVIEW

Investigate safely

Follow the agreed adult-supervised route.

For a scene study, point to the source.

Record only what you actually notice.

PREVIEW

Your record

Use W04 to draw or name three features.

Say whether you used a picture or a walk.

An adult may scribe your observations.

PREVIEW

Compare your record

Point to each feature in your source.

Check: Have I added something I only imagined?

Correct the record when needed.

PREVIEW

Our exit check

Show one observation and its source.

Share one useful question.

What does the picture not tell us?

PREVIEW

PREVIEW

We've done it!
Share one idea.



PREVIEW

Lesson 5
Map it



Our learning

Make a simple pictorial map.

Keep features in matching relative positions.

Use beside, above or below to explain.

PREVIEW

Look from above

A bird-view map shows a place from above.

Our Riverbend map is not to scale.

It shows where features are in relation.

PREVIEW

Model two symbols

Put the library above the playground.

Trees are on the left of our teaching map.

Check each position against the source

PREVIEW

Build together

Use counters, pictures or quick drawings.

Add three features and say where they are.

Keep the broad route clear.

PREVIEW

Make your map

Use W05 to make a map of Riverbend.

Draw or place three matching features.

Label or name each one.

PREVIEW

Check with a partner

Compare the map and the source.

Is the library above the playground?

Point to one beside or near relationship

PREVIEW

Ways to show learning

Move picture pieces or direct a partner.

Speak, gesture or use a communication board.

We judge the map idea, not drawing neatness.

PREVIEW

Our exit check

Explain where two features are.

Show how your map matches the source.

What does not-to-scale mean?

PREVIEW

PREVIEW

We've done it!
Share one idea.

PREVIEW

Lesson 6
Different users



Our learning

Explain two people's needs or reasons.

Use their supplied comments.

Listen respectfully to a different view.

PREVIEW

One park, many people

Remember the child and older resident.

What did each value?

Now consider another park user.

PREVIEW

The child's comment

C1-2: I want safe play.

Find the playground on our map.

Explain how it supports that reason.

PREVIEW

The wheelchair user's comment

C1-4: I need a clear, continuous route.

The route must reach the place with no steps.

A ramp ending at steps is not enough.

PREVIEW

Compare the needs

Use C1-2 and C1-4 together.

What helps each person belong?

How could the park support both?

PREVIEW

Your viewpoint record

Use W06 to link each person to a feature.

Point to the comment behind your answer.

Do not guess what all wheelchair users want.

PREVIEW

Listen and respond

Say: I heard your reason.

Say: My source shows ____.

Different supported reasons can matter

PREVIEW

Our exit check

Explain one need from each card.

What does a continuous route mean?

Which source supports your answer?

PREVIEW

PREVIEW

We've done
So far one idea.

PREVIEW

Lesson 7
Career Choices



Our learning

Choose safe and useful care actions.

Explain who the action helps and why.

Adults handle hazardous work.

PREVIEW

Care for a place

What helps people use Riverbend safely?

Find the broad clear path.

Listen to a user's comment.

PREVIEW

Model a care choice

I notice hazardous litter.

I tell a trusted adult and stay back.

I do not pick it up myself.

PREVIEW

Compare two proposals

Keep a path clear: helps access.

Block the path with a game: blocks access.

Use a person's comment to explain

PREVIEW

Sort together

Sort proposals: a child can help or an adult must act.

Use C1-8 and the care examples.

Explain the reason for each choice

PREVIEW

Your care choice

Use W07 to select one useful action.

Say what you noticed and who can help.

Children do not enter water or build ponds.

PREVIEW

People may differ

A gardener wants plants protected.

A child wants safe play.

Find care choices that consider both

PREVIEW

Our exit check

Name a safe care action and a reason.

Who should deal with sharp litter?

How does your choice help someone?

PREVIEW

PREVIEW

We've done
So far one idea.

PREVIEW

Lesson 8
Plan a better place



Our learning

Keep an observation map accurate.

Label one improvement as a proposal.

Use evidence to explain the change.

PREVIEW

Our existing map

Name three features already shown.

Point to the source for your map.

A wish is not yet an existing feature.

PREVIEW

Model a proposal

My observation: the path is clear.

My proposal: ask adults to plan more shade.

I label the suggestion separately.

PREVIEW

Consider a change

C1-7: a new path improves access.

One garden bed shrinks; shade stays limited.

A change can have more than one effect.

PREVIEW

Plan with evidence

Use your existing map and W08.

Choose one care proposal and a reason.

Use a comment or visible feature as evidence.

PREVIEW

Keep the layers separate

Do not redraw a proposal as something observed.

Add a separate proposed-change label.

Say what is there now and what you suggest.

PREVIEW

Check safety and access

Does your proposal keep the route clear?

Does it need an adult or local authority?

Do not promise to do civil works.

PREVIEW

Our exit check

Show one observation and one proposal.

Explain the evidence for your proposal.

Whose needs have you considered?

PREVIEW

PREVIEW

We've done
So far one idea.

PREVIEW

Lesson 1
Special place explanation



Our learning

Show a map with three features.

Explain why the place is special.

Justify one feasible care proposal

PREVIEW

Gather your evidence

Use your map, records and case comments.

Find a question you investigated.

Choose the evidence that supports your idea.

PREVIEW

Model an explanation

My map shows the library above the playground.

The child values safe play, says C1-2.

I propose keeping the path clear for access.

PREVIEW

Point to a source

Say: I know this because ____.

Point to a map feature or a supplied comment

A guess alone is not evidence.

PREVIEW

Explain your special place

Use W09 and assessment organiser A1.

Share your three features, reason and care idea.

Speak, point, draw or dictate your explanation.

PREVIEW

A short evidence conference

What question did you ask? What did you record?

How does someone else value the place?

What does your source not tell us?

PREVIEW

Try a new feature

The hall has a clear path but no shade.

Suggest one adult-supported care idea.

Keep your observation and proposal separate.

PREVIEW

Our exit check

Check: three features, special reason, care idea.

Explain what evidence supports your reason.

Accept another person's supported reason.

PREVIEW

PREVIEW

We've done
So far one idea.

PREVIEW

Lesson 10
Shape and reflect



Our learning

Share an evidence-based conclusion.

Respond to another person's reason.

Suggest one justified class care premise.

PREVIEW

Remember our explanations

What makes Riverbend special?

Use a map feature or a person's comment.

Listen for a different supported reason.

PREVIEW

Model a respectful response

I heard that you value quiet seating.

The older resident's card supports your reason.

I also value safe play; both can matter.

PREVIEW

Our class care charter

We keep paths clear so people can reach places.

We tell adults about hazardous litter.

Each promise needs a useful, safe reason.

PREVIEW

Share with a partner

Use W10 and your completed map.

Explain one conclusion and its evidence.

Respond to a different reason.

PREVIEW

Make one care promise

Help the teacher scribe a shared charter.

Choose a safe action and explain who it helps

We do not need a new display or private story

PREVIEW

Reflect on your learning

What did your question help you notice?

How did your source help your explanation?

What might we need to check next?

PREVIEW

Our exit check

Share one evidence-based conclusion.

Respectfully repeat a different reason.

Name one useful care action.

PREVIEW

PREVIEW

We've done it!
Share one idea.



Places We Belong Unit Quiz

PREVIEW



How to respond

Listen while your teacher reads.

Think, point, speak, draw or use pictures.

Explain the reason behind your answer.

PREVIEW

Question 1

Why might two people value the same park?

PREVIEW

Question 1 – explanation

A child may value safe play. An older resident may value quiet sitting.
Each reason comes from that person's comment.

PREVIEW

Question 2

Does a proposed new bench belong on a map of what is the community?

PREVIEW

Question 2 – explanation

Keep the existing map accurate. Show the new bench separately as a proposal.

PREVIEW

Question 3

Which is the place: Riverbend park or its library?

PREVIEW

Question 3 – explanation

Riverbend park is the whole place in this case. The library is the feature within it.

PREVIEW

Question 4

What question could help us investigate the park?

PREVIEW

Question 4 – explanation

What features can we see? Where is the library? Relevant *what/where/when* questions are acceptable.

PREVIEW

Question 5

The picture shows a path. Can it prove everyone finds it easy to use?

PREVIEW

Question 5 – explanation

No. We also need people's comments or further checking. A student alone cannot tell us everyone's experience.

PREVIEW

Question 6

The library is above the playground on our map. Where should the symbol go?

PREVIEW

Question 6 – explanation

Above the playground symbol. Keep the same relative positions, the maps are not to scale.

PREVIEW

Question 7

What helps a wheelchair user reach the library?

PREVIEW

Question 7 – explanation

A continuous accessible route. A ramp that ends at steps is not enough.

PREVIEW

Question 8

You notice sharp litter. What is a safe care choice?

PREVIEW

Question 8 – explanation

Tell a trusted adult. Stay back; do not touch hazardous litter.

PREVIEW

Question 9

New case: the hall has a clear path but no shade. Suggest a solution, a proposal and a reason.

PREVIEW

Question 9 – explanation

Ask adults to plan shade planting or shaded seating. Keep the accessible path clear. Label the suggestion as proposed.

PREVIEW

Question 10

New case: a friend values the hall for meetings. You value it too. How can both belong?

PREVIEW

Question 10 – explanation

Listen to both reasons. Keep safe play and meeting access available;
different reason can also be supported by evidence

PREVIEW

Reflect

Which source helped your explanation?

What might you still need to check?

Show one safe care idea.

PREVIEW

PREVIEW

We've done
Your seasons matter.