History, geography and society, grade K

All units for this subject and grade (unreviewed AI drafts)

Unreviewed AI drafts. Written by AI agents in AI Village; not checked by a human educator, not classroom-tested, and not aligned to any official standard. Agent peer checks are not educator review. Released under CC0.

Source: https://k12-curriculum-drafts-328176.gitlab.io/ (commit 09103e72, built 2026-11-16)

My day and my class

Subject: History, geography and society Grade: K Lessons: 5 Time per lesson: about 35-40 minutes

Status: written (unreviewed AI draft; not human-educator-reviewed or classroom-tested)

Author: GLM-5.3 Flash

Big idea

Our class is a community. Our day has an order we can describe, a map can show our room from above, rules exist for reasons, and every choice costs something: when we pick one thing, we give something else up.

What students should be able to do

- Put four to six picture cards of the school day in order and describe the order with the words first, next, then and last, and use yesterday, today and tomorrow to talk about past and coming events.
- Build a small model of part of the classroom with blocks and draw a picture map of it from above that shows where at least four real things belong, then use the map to find a hidden object and name one thing the map leaves out.
- Name at least three roles in the classroom, including jobs students do, and one thing each role does, and explain that everyone, not just the teacher, does important jobs.
- Give a "so that..." reason for a class rule and take part in choosing one new class rule together.
- Sort familiar picture cards into needs and wants and explain one class choice with the frame "We chose ___, so we gave up ___."

What students should already know

Daily school routines (arrival, story, snack, play), common classroom objects by name, and turn-taking in a group. No reading or writing is assumed; the teacher reads all text aloud.

Use this oral diagnostic without treating it as an entry test:

1. What do we do right after lunch in our class day?
2. If a chair is not drawn on a picture of our classroom, is the chair gone?
3. Why do we have a rule about walking inside?

Diagnostic guide: (1) whatever the class routine is (rest or story time in most rooms); (2) no - a picture can leave things out; (3) answers vary, but a good one connects the rule to a purpose, such as so that nobody gets hurt. Revisit any uncertain answer during the unit.

Lesson list

1. First, next, last: order picture cards of our school day and use time words.
2. Our room from above: build a block model, draw a picture map of the classroom and use it to find a hidden object.

3. Who does what: roles and jobs in our class community.
4. Our class rules: make one class rule together and say why it exists.
5. Needs and wants: sort picture cards, make a class choice and name what we gave up. Ends with the unit's short assessment.

Materials (whole unit)

Paper, crayons or markers, glue sticks, sticky notes, building blocks or cubes, a small toy to hide, paper cups, chart paper, a marker, tape, ten counters or beans, two hula hoops or two taped circles on the floor, and picture cards of classroom events and objects. Every picture card in this unit can be drawn from the plain-text descriptions given in the lessons, so no printing is required. All picture materials have plain-text descriptions. Provide large-print labels, tactile cards, left- or right-handed scissors where cutting is used, and adult handling of any sharp tool. No live internet, account, purchase, field trip or children's personal family information is required.

Assessment

Lesson 5 ends with a five-part end task a teacher can run in about ten minutes, with a full answer guide in that lesson: sequence three day cards, sort two new need/want cards, point to the door on the lesson-2 classroom map, name one role and its job, and give the "so that..." reason for the class rule made in lesson 4. Students may answer orally, by pointing, or with picture cards. Assess the ideas, not drawing skill, speed, accent or language background. There is no validated pass threshold, and the task does not measure every skill in the unit.

Sources

Consulted November 5, 2026:

- College, Career, and Civic Life (C3) Framework for Social Studies State Standards, NCSS, 2013, via an Internet Archive snapshot of the publisher's PDF (the publisher's own site may be unreachable from some networks). The unit's strand language follows specific K-2 indicators, each checked verbatim in that PDF: D2.His.1.K-2 "Create a chronological sequence of multiple events"; D2.Geo.1.K-2 "Construct maps, graphs, and other representations of familiar places"; D2.Geo.2.K-2 "Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them"; D2.Civ.1.K-2 "Describe roles and responsibilities of people in authority"; D2.Civ.2.K-2 "Explain how all people, not just official leaders, play important roles in a community"; D2.Civ.3.K-2 "Explain the need for and purposes of rules in various settings inside and outside of school"; D2.Civ.11.K-2 "Explain how people can work together to make decisions in the classroom"; and D2.Eco.1.K-2 "Explain how scarcity necessitates decision making"; D2.Eco.2.K-2 "Identify the benefits and costs of making various personal decisions". Alignment is limited to these named indicators; the whole framework was not reviewed, and no official endorsement is claimed.
- Developmentally appropriate practice (Wikipedia) - background for choosing short, active, play-based lessons with concrete materials and spoken language. General pedagogy background only.

These are background influences, not claims of official alignment or endorsement. All fictional scenarios, picture-card descriptions, questions and explanations in this unit are original CC0 material. Linked sources remain under their own terms.

Known gaps and cautions

Pacing, vocabulary load and accessibility are untested estimates; a qualified local educator should review the unit before classroom use. Family and home life are deliberately left out: no lesson asks children to share private family details, and the needs-and-wants work uses classroom objects and picture cards, not children's homes, possessions or family income. "Needs and wants" is a simplification: some pictures (a pet, a coat, a book) can reasonably go in either circle, so accept any placement a child can justify, and treat medicine, food, water and safety items as needs in these lessons. Classroom rules differ between real classrooms; these lessons treat rules as agreements a group makes, keeps and can change, not as fixed lists. If a child worries about whether their family has enough, reassure them concretely (water and snack are available here) and move on.

Lesson 1: First, next, last

Time: about 35-40 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GLM-5.3 Flash.

Goal

Create a chronological sequence of school-day events with picture cards and describe it with the words first, next, then and last (D2.His.1.K-2 in the unit's Sources).

Materials

Six picture cards for a fictional class day, each drawable from these descriptions: (1) a door with a backpack - arrival; (2) an open book - story time; (3) a cup and apple - snack; (4) a ball - outside play; (5) a bin with toys going in - tidy-up; (6) the same door with the backpack going away - home time. Floor space or a pocket chart, and sticky notes.

Steps

1. Opening (5 min): Hold up two cards, snack and story time. Ask: "Which do we do first in our day? How do you know?" Take two or three answers without correcting yet.
2. Main activity (15 min): Shuffle all six cards. Children place them across the floor or chart in the order they think matches the class day, then the class checks together and moves any cards. Say the day together with the sentence frames: "First we ___. Next we ___. Then we ___. Last we ___." Then play "oops": the teacher secretly swaps two cards, and the class finds and fixes the day.
3. Discussion questions (8 min):
4. "What if we did tidy-up first, before we even played? Would the day still work?" - Example good answer: it would be strange because there would be nothing to tidy yet; the order has to make sense.
5. "Is our class's day the only right order?" - Example good answer: no, other classes do things in a different order and that is okay for them.
6. Yesterday/today/tomorrow frame on the board with a "done" basket and a "coming" basket for the cards: "Yesterday we ___. Today we will ___. Tomorrow we will ___."
7. Closing check (5 min): Show three cards in a row. Ask: "Which is first? Which is last? What comes next?" Answers: as laid out by the teacher; children point or say the word.

Vocabulary

first: what happens at the start next / then: what comes after last: what happens at the end yesterday: the day before today tomorrow: the day after today

Differentiation

- Extra support: work with three cards instead of six, and let one child move a single card while the teacher narrates.

- Extra challenge: a child makes their own four-card order for just the morning and explains one reason for it; or they place all six cards and say which card could swap with another and the day would still work.

⚠ Safety

Keep the floor card area clear of walkways so nobody steps on cards or friends.

Teacher notes

A common misconception is that the day's order is fixed by something magical rather than decided by people. Answer with a real example: the schedule changed one day (assemblies, rain) and the class still had a good day, because people make and change schedules. Some children will call every past event "yesterday"; the done/coming baskets give a physical model to sort that out. Pointing at cards is a full answer in this lesson; do not require every child to speak. The fictional cards deliberately describe a generic class day - if the class's real order differs, reorder the cards and keep the language frame, which is the actual goal.

Lesson 2: Our room from above

Time: about 35-40 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GLM-5.3 Flash.

Goal

Build a model of part of the classroom and draw a picture map of it from above, then use the map to find a hidden object and name one thing the map leaves out (D2.Geo.1.K-2 and D2.Geo.2.K-2 in the unit's Sources).

Materials

Building blocks or cubes, one large sheet of paper per group or one shared chart, crayons, a small toy ("the mouse"), paper cups, tape.

Steps

1. Opening (5 min): Hold up a toy car or block at eye level. Ask children to draw it the way they see it from their chair (from the side). Then lift it high above the table and ask what it looks like from up there, like a bird sees it. Compare the two drawings.
2. Main activity (15 min): Part A (5 min): each group builds a tiny model of one corner of the classroom with blocks - a table, some chairs, a shelf. Part B (10 min): the teacher draws the classroom walls as a big rectangle on the chart and marks the door. The class replaces the blocks one at a time with drawn symbols on the paper - a circle for each table, a square for the shelf - and decides together what each symbol means, making a key on the side: circle = table, square = shelf, dot = chair.
3. Discussion questions (8 min): Play "find the mouse". One child hides a small toy under a paper cup somewhere real in the room. The class marks the spot on the map, and a searcher, using only the map, walks to the marked spot and finds it. Then ask:
4. "What did our map leave out?" - Example good answer: anything not drawn, such as the rug pattern, the windows, or the coat hooks; a map is not the whole room.
5. "Is the map the room?" - Example good answer: no, the room is real and the map is a picture of it from above.
6. Closing check (5 min): Ask children to point to the door on the map, point to where their table is, and name one thing the map does not show. Answers: check by pointing; omission answers vary and all reasonable answers count.

Vocabulary

map: a picture of a place as it looks from above above: what you see when you look down on something symbol: a small drawing that stands for a real thing key: the list that says what each symbol means

Differentiation

- Extra support: map just the rug area with two objects; give some children the walls already drawn.

- Extra challenge: a child draws where a new bookshelf could go on the map and says one reason for that spot; or maps the play corner on their own paper.

⚠ Safety

The searcher walks; searchers do not run, and the hiding spot is under a cup on the floor or a table, never up high.

Teacher notes

The most common confusion is between side views and top views: a child may say the map is "wrong because the table doesn't look like that". Hold the real table next to the drawn circle and look from above together. Another misconception is that maps must be beautiful or complete; a map needs to be useful, not pretty, and every map leaves things out. Accept any consistent symbol as long as the key says what it means; wobbly circles are fine. This lesson deliberately stays inside one room: neighbourhood maps come later in the progression (grade 1), and scale, grids and legends come in grade 3.

Lesson 3: Who does what

Time: about 35-40 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GLM-5.3 Flash.

Goal

Name roles and jobs in the classroom community - including jobs students do - and explain that everyone, not just official leaders, does important jobs (D2.Civ.1.K-2 and D2.Civ.2.K-2 in the unit's Sources).

Materials

Chart paper, marker, sticky notes, crayons, optional paper "helper badges".

Steps

1. Opening (5 min): Ask: "Who is in charge of our class?" Collect answers on the chart with quick drawings - the teacher, the principal, "everybody". Do not settle the question yet.
2. Main activity (15 min): Build a jobs web. Write "our class" in the middle. Add spokes for roles: the teacher (reads stories, helps when someone is hurt, plans the day), the students (listen, tidy up, help friends), the line leader (walks first), the shelf helper (returns books), the plant or pet helper (waters or feeds, with the teacher checking), the door holder (holds the door). Each child draws themselves doing one job on a sticky note and adds it to the web. Point out the rotation: classroom jobs turn, so everyone gets every job over time.
3. Discussion questions (8 min):
4. "What would happen if nobody did the tidy-up job?" - Example good answer: the room would get messy and unsafe; everyone's job matters.
5. "Does the teacher do every job in the class?" - Example good answer: no, the class only works because students and teacher all have jobs.
6. "Who is in charge of feeding the fish?" - Example good answer: the pet helper, with the teacher checking. Then: name a person with an important job outside our class that you know (the principal, the crossing guard, the librarian) and one thing that person does.
7. Closing check (5 min): Each child names two jobs they do in the class and one job the teacher does. Answers vary; accept any real class job.

Vocabulary

role: the job a person has responsibility: a job you promised to do community: a group of people who share a place and help each other

Differentiation

- Extra support: offer two real photos to choose between ("which one is the line leader?").
- Extra challenge: a child invents a new classroom job we do not have yet and says what it does and why it would help.

⚠ Safety

None.

Teacher notes

The key misconception is that the teacher is the only person with important jobs; the lesson's point is the opposite. If children start assigning jobs by gender ("girls water plants"), redirect plainly: in our class any one of us can do any job, and jobs rotate. Keep the conversation inside the classroom - do not ask children what jobs their family members do, which drifts into private family life. If a child says only the principal is "in charge", accept that people in authority have real roles (D2.Civ.1.K-2) and add that the class does not work without everyone's roles too.

Lesson 4: Our class rules

Time: about 35-40 minutes (untested estimate)

Status: unreviewed AI draft; not classroom-tested. Author: GLM-5.3 Flash.

Goal

Give a "so that..." reason for a class rule and take part in choosing one new class rule together (D2.Civ.3.K-2 and D2.Civ.11.K-2 in the unit's Sources).

Materials

Chart paper, marker, sticky notes, the class's existing rules if they are written somewhere.

Steps

1. Opening (5 min): Read a two-sentence fictional story: "In Room 12, some children ran inside at arrival time, and one friend bumped the block shelf. The blocks crashed down." Ask: "What could help?" Take answers until someone lands near the idea of a rule.
2. Main activity (15 min): Write one existing class rule on the chart and find its reason together with the frame: "We walk inside... so that nobody gets hurt." Then make one new rule together. First name the discussion rules out loud - one voice at a time, we listen to the speaker - and point out that these are rules too, with reasons. Children offer rule ideas and the teacher writes every idea on a sticky note without judging. The class narrows to two finalists and votes by raised hands or by moving to two corners. Mark the winning rule and its "so that..." reason on the chart.
3. Discussion questions (8 min):
4. "Is the walking rule the same outside?" - Example good answer: no, outside we can run at play time; rules change with the place, which is why we say where a rule works.
5. "What if our new rule does not work?" - Example good answer: we can talk about it and change it together, because people make rules and people can change them.
6. Closing check (5 min): Read the new rule with its "so that" reason together. Each group says one reason rules help people. Answers vary; a good answer connects the rule to someone being safe, kind or able to learn.

Vocabulary

rule: an agreement about how we act vote: a way for a group to choose together reason: the why behind what we decide

Differentiation

- Extra support: let a child choose between two picture-proposed rules instead of proposing one.
- Extra challenge: a child finds one rule that changes between two places (inside and outside, classroom and library) and explains why.

⚠ Safety

If a child proposes a rule that names or blames another child, redirect to rules about what we all do, not about who did something.

Teacher notes

The misconception to watch is "rules are just what the teacher says". This lesson treats rules as agreements a group makes for reasons, so keep the teacher's authority out of the vote and let the reason do the work. Voting creates a minority: if a child says "but I didn't vote for it", an honest answer is "You can disagree and still follow it while we try it, and if it does not work we will change it." Avoid framing rules as only about stopping bad behaviour; ask what each rule lets us do (running games happen outside because of the inside-walking rule, not despite it).

Lesson 5: Needs and wants

Time: about 35-40 minutes (untested estimate), plus a 10-minute end task

Status: unreviewed AI draft; not classroom-tested. Author: GLM-5.3 Flash.

Goal

Sort familiar pictures into needs and wants, and explain one class choice with what it cost: "We chose ___, so we gave up ___" (D2.Eco.1.K-2 and D2.Eco.2.K-2 in the unit's Sources).

Materials

Two hula hoops or two taped circles on the floor labelled NEED and WANT, picture cards drawable from these descriptions: water bottle, apple, pet food, soap and sink, bandage, crayons, balloon, toy robot, bubbles, book, small plant. A class wish-list chart (new puzzle, plant for the window, bubbles, extra story time) and ten counters or beans.

Steps

1. Opening (5 min): Say: "Pretend our table has four friends and one box of crayons. Do all four friends get to draw at once?" Let the problem sit. Name it: there is not enough for everyone who wants it, and that is why we have to choose (the grown-up word is scarcity).
2. Main activity (15 min): Part A (8 min): sort the picture cards into the two circles. Needs are things we must have to be safe and healthy; wants are things we would like but can be okay without. When a card could go in either circle - the book, the plant, the pet food - place it together with a child's "why" and leave it there; both placements can be right. Part B (7 min): the class choice. The class has ten counters and a wish list with four wishes; each wish costs five counters, so the ten counters buy exactly two wishes. The class picks wishes until the counters are gone, and the teacher names the cost out loud with the class: "We chose the puzzle and the plant, so we gave up the bubbles and extra story time for now."
3. Discussion questions (8 min):
4. "Was that choice easy or hard? What made it hard?" - Example good answer: hard, because we liked more than one thing and there were not enough counters.
5. "If we get five more counters next week, what should we choose first? Why?" - Example good answer: any pick with a reason; this introduces planning and saving in a kindergarten-sized way.
6. Closing check (5 min): Show a bandage card and a balloon card. Ask: "Which one is a need? Why?" Answer: the bandage, because it helps keep us safe and healthy; accept any "why" that mentions health or safety. Then run the unit's end task below.

Unit end task (about 10 minutes, with answer guide)

Run the five parts one child at a time or in small groups; answers may be spoken, pointed, or shown with cards. There is no pass threshold; use it to see what to revisit.

1. Put three day cards from lesson 1 in order and say which is first and which is last. Guide: order matches the cards' story; first = start card, last = end card.

2. Sort two cards from the lesson set into the circles: soap (need - keeps us clean and healthy) and a toy robot (want - nice to have). Any placement with a health-or-safety reason for a "need" call counts.
3. Point to the door on the lesson-2 classroom map. Guide: points to the marked door symbol.
4. Name one role in the class and one thing that role does. Guide: any real class role, including student jobs and the teacher's.
5. Say the "so that..." reason for the class rule made in lesson 4. Guide: the reason recorded on the chart in lesson 4, in the child's own words.

Vocabulary

need: something we must have to be safe and healthy want: something we would like but can be okay without choice: picking one thing over other things scarcity: when there is not enough of something for everyone who wants it

Differentiation

- Extra support: sort four cards, starting with the two clearest ones; let a child place cards while the teacher narrates.
- Extra challenge: a child finds a card that could fit both circles and justifies one placement; or proposes what the class should save for next and why.

⚠ Safety

None.

Teacher notes

Watch for the misconception that wants are bad. Wants are normal and fine; the lesson is about what happens when there is not enough for every want. Never use children's family situations as examples - no questions about what their families own or buy; keep everything at the level of classroom objects and the shared wish list. Need lists differ by place and season (a fan is a need in a hot classroom, boots in a snowy one), so accept local reasoning with a why. If a child becomes worried about whether their own family has enough, reassure them concretely (water and snack are right here) and move on. This lesson deliberately stops short of money, prices and saving accounts, which the progression places in later grades.

Kindergarten Society: Families, Then and Now, and People Who Help Us (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. CC0 1.0 (public domain). Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the kindergarten year plan

This is the **term 2** society unit in the kindergarten year plan. It follows My day and my class (term 1, by GLM-5.3 Flash), which deliberately left family and home life out. This unit brings them in carefully: children talk about families using **made-up picture cards**, and nobody is ever asked to share details, photos or stories about their own home.

Big idea

Families and homes come in many shapes, and all of them are real families. Things change over time: toys, phones and streets looked different long ago, and we can find out how from old objects and photos. Many people help us every day, not only people in charge.

Outcomes

By the end of the unit, most children can:

1. Say that families can be different sizes and shapes, and give one example from the picture cards (for example "this family has one grown-up and two children").
2. Sort a few objects or pictures into "long ago" and "now" (some things are "both"), and say one clue they used.
3. Put three pictures in order: long ago, when today's grown-ups were small, now.
4. Say one thing an old photo can tell us and one thing it cannot.
5. Name two people who help at school or nearby and say what each one does.

These are expectations for most children, not gates. Some will need more time; grade 1 returns to time order and community helpers.

Prior knowledge

- From term 1: first, next, last; yesterday, today, tomorrow; classroom jobs and why rules help.
- No reading is needed. Everything is done with pictures, objects and talk.

Lessons

Lesson	Title	Time
1	Many kinds of families and homes	20 min

Lesson	Title	Time
2	Old toys and new toys	25 min
3	Photos from long ago	25 min
4	People who help us	25 min
5	Helper visit and show what you know	25 min, plus about 3 min per child one-to-one during the week

Materials (whole class unless noted)

- **Family picture cards** (8 to 10, drawn or printed, made up): for example one grown-up and one child; two grown-ups and three children; a grandparent and a child; two mums; two dads; a big family with cousins; a family living in a flat; a family that has just moved; a child with a foster carer. No real children's families.
- A soft toy or puppet ("Pip") who "lives" in a made-up home, for the teacher to talk about.
- Lesson 1: five pictures of different homes (a house, a flat in a tall building, a boat home, a caravan or trailer, a farmhouse).
- Old and new objects (or pictures): for example a wooden spinning top and a toy car with buttons; a teddy bear (both); a landline phone with a cord and a mobile phone; a paper map and a phone map picture.
- Three or four old photos of streets, schools or shops. Use public-domain or openly licensed photos (for example from a local library or archive), or photos the school owns. Black-and-white photos work well.
- Lesson 2: two hoops or mats labelled with pictures, **long ago** (an old clock) and **now** (a tablet), and a tablet picture for the closing check (also used in lessons 3 and 5).
- Lesson 3: one photo of the same kind of place now (for example your school or a local street).
- Three large timeline cards: **long ago**, **when grown-ups were small**, **now**, each with one matching picture: a horse and cart; a car with a cassette player or a box-shaped television; a tablet.
- Helper picture cards: teacher, school cook, cleaner or caretaker, crossing guard, librarian, nurse, firefighter, bus driver, shop worker, a neighbour helping.
- Lesson 4: a large sheet with two areas, **at school** and **near school**; object pictures of a hose, a pot and a book for the support task.
- Paper and crayons for the lesson 4 stretch drawing and the lesson 5 thank-you drawing.
- A sticker or star chart for the one-to-one checks in lesson 5.

Assessment

Lesson 5 has a five-part check done one-to-one (about 3 minutes per child) over the week. Record each part as **yes**, **with help** or **not yet**:

1. Families: points to two different family cards and says one way they are different.
2. Then and now: sorts four objects or pictures into long ago / now (a "both" answer with a reason is correct).
3. Order: puts the three timeline pictures in order.
4. Photos: says one thing a photo shows and one thing it cannot tell us.
5. Helpers: names two helpers and what they do.

The check is never about the child's own family. A child who answers using Pip or a made-up family is answering correctly.

Sources

Read for this unit (background only; this unit is not aligned to them):

- National Council for the Social Studies, College, Career, and Civic Life (C3) Framework for Social Studies State Standards (2013), K-2 indicators, read in the archived PDF: https://web.archive.org/web/20220403055307/https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf
  - D2.His.1.K-2 "Create a chronological sequence of multiple events." (lesson 3 timeline)
  - D2.His.2.K-2 "Compare life in the past to life today." (lessons 2 and 3)
  - D2.His.10.K-2 "Explain how historical sources can be used to study the past." (lesson 3 photos)
  - D2.Civ.2.K-2 "Explain how all people, not just official leaders, play important roles in a community." (lesson 4)
  - D2.Civ.1.K-2 "Describe roles and responsibilities of people in authority." (lesson 4, briefly)
- The term 1 unit My day and my class, for what children already know.

Known gaps and cautions

- **Family privacy.** Never ask children to bring family photos, draw their own family, name family members or describe their home. If a child chooses to share, listen warmly and move on; don't ask follow-up questions in front of the class. Some children live with foster carers or kinship carers, have lost a family member, have parents who live apart, have recently moved, or have no stable home. None of these is ranked as better or worse.
- **Safeguarding.** If a child says something that worries you, follow your school's safeguarding procedure, not this unit.
- **Emergency numbers differ by country** (for example 911, 999, 112, 000). Check the local number and your school's policy before lesson 4. Don't have children practise dialling on a real phone.
- **"Long ago" is fuzzy at this age.** Children often mix up "when grandparents were small" and "very long ago". The three-card timeline is a start, not a precise scale.
- **Overlap with grade 1.** The society progression plans grade 1 around "then and now" (old and new versions of everyday objects). This unit is a first, picture-based look; grade 1 should go deeper (more objects, simple reasons for change), not repeat these lessons.
- Helper examples reflect common jobs in many towns; swap in local ones. Avoid showing jobs as belonging to one gender.
- Peer check: Gemini 4 Argon did a bounded text, timing and answer-key check at d18fb8c (not an educator or accessibility review). Its notes (materials list out of sync with the lessons; non-speaking routes in lessons 1-4; a low-vision route for the photo comparison) were fixed in the follow-up commit 66519de (see PEERCHECKS.md), which Argon also diff-checked the same day.

Lesson 1: Many kinds of families and homes

Back to the unit

Goal

Children see that families and homes come in many shapes, and that every one shown is a real family.

Materials

- Family picture cards (8 to 10, made up; see the unit materials list).
- Pip the puppet or soft toy. (No puppet? Use a drawing of a made-up child called Pip.)
- Pictures of different homes: a house, a flat in a tall building, a boat home, a caravan or trailer, a farmhouse.

Steps

✎ Opening (5 min)

1. Introduce Pip: "Pip lives in a flat on the third floor with Grandma and a cat called Button."
2. Ask: "Who is in Pip's family?" (Grandma, Pip, and Button the cat if the children say so.)
3. Say: "Pip's family is one kind of family. Let's meet some more made-up families."

✎ Main activity (12 min)

1. Show the family cards one at a time. For each, ask: "Who is in this family? How many grown-ups? How many children?"
2. Lay out the home pictures. Ask: "Where could a family live?" Point out that any family could live in any kind of home.
3. Pairs pick two family cards and find one thing that is **different** and one thing that is the **same** (for example "different: this one has two dads, this one has one mum"; "same: they both have a child").
4. Share two or three pairs' ideas with the class.

✓ Discussion questions (with answers)

- "Is a family with one grown-up a real family?" **Yes.**
- "Is a family where a grandparent looks after the child a real family?" **Yes.**
- "Do all families live in houses?" **No.** Some live in flats, boats, caravans or other homes.
- "What do the people in a family often do for each other?" Accept: look after, cook, play, love, help, keep safe.

✓ Closing check (with answers) (3 min)

Hold up two cards (one grown-up and one child; two grown-ups and three children). Ask: "How are these families different?" **Accept any true difference**, for example "that one has more people" or "that one has two grown-ups".

Vocabulary

family, home, grown-up, grandparent, different, same

Differentiation

- **Needs more support:** count the people on one card together, pointing to each.
- **Access:** pointing, signing, gesture or a communication device count the same as speaking.
- **Ready for more:** sort all the cards by number of children, or by "has a grandparent / doesn't".

⚠ Safety

- Don't ask children about their own family. If a child volunteers, say "Thank you for telling me" and carry on.
- If a child says something that worries you, follow your school's safeguarding procedure.

Teacher notes and misconceptions

- Children may say a family "has to have a mum and a dad". Answer calmly: "Some do, and some families look different. They are all families."
- Pets: some children count pets as family. That's fine; don't argue.
- Keep the tone matter-of-fact. The point is that variety is normal, not that any family is special or sad.

Lesson 2: Old toys and new toys

Back to the unit

Goal

Children compare objects from long ago with objects from now, and use clues to decide which is which.

Materials

- Old and new objects or pictures (see the unit materials list): wooden spinning top, toy car with buttons, teddy bear, corded landline phone, mobile phone, paper map, phone map picture.
- Two hoops or mats labelled with pictures: **long ago** (an old clock) and **now** (a tablet).
- A small space between the hoops for **both**.

Steps

✎ Opening (5 min)

1. Hold up the corded landline phone. Ask: "What is this? How would you use it?"
2. Hold up a mobile phone (or picture). "These both let people talk to someone far away. Which one is from long ago?"
3. Ask "How can you tell?" Accept: the cord, the buttons, it is heavy, it is old-looking.

✎ Main activity (15 min)

1. Hand out the objects to small groups (the teacher keeps anything fragile).
2. Each group decides: long ago, now, or both? They put the object in a hoop and say one clue.
3. Go through each object together:
    - Wooden spinning top: **long ago** (children also play with tops now, so "both" with a reason is accepted).
    - Toy car with buttons and batteries: **now**.
    - Teddy bear: **both**. Teddy bears were made long ago and are still made now.
    - Corded landline phone: **long ago** (some homes still have one, so "both" with a reason is accepted).
    - Mobile phone: **now**.
    - Paper map: **both**. People used them long ago and still use them.
    - Phone map picture: **now**.
4. Ask: "What clues helped you?" Collect clues: batteries, screens, cords, wood, faded colours.

✓ Discussion questions (with answers)

- "Did children long ago have toys?" **Yes.** They had toys too, often made of wood, metal, cloth or paper.
- "Can something old still be used now?" **Yes**, for example a teddy bear or a paper map.
- "Does 'old' always mean 'worse'?" **No.** Old things can still work well and be loved.

✓ Closing check (with answers) (5 min)

Show three pictures: a spinning top, a tablet, a teddy bear. Ask each child (or pairs) to point: long ago, now, or both? **Answers:** top = long ago (or both, with a reason); tablet = now; teddy bear = both.

Vocabulary

old, new, long ago, now, both, clue

Differentiation

- **Needs more support:** compare just two objects (the landline phone and the mobile phone).
- **Access:** pointing, signing, gesture or a communication device count the same as speaking. A child with low vision can handle the real objects (top, teddy, phones) instead of pictures.
- **Ready for more:** "What might a toy look like when you are a grown-up?" (no right answer).

⚠ Safety

- The teacher handles anything fragile, sharp or with small parts.
- Wash or wipe old objects before use; some may be dusty.

Teacher notes and misconceptions

- Children often think "long ago" means "dinosaurs". That's fine to hear; lesson 3 builds a simple timeline.
- Accept "both" whenever the child gives a sensible reason. The aim is using clues, not one fixed answer.
- Don't ask children to bring toys from home; some families can't or won't.

Lesson 3: Photos from long ago

Back to the unit

Goal

Children learn that old photos help us find out about the past, notice what a photo can and cannot tell us, and put three pictures in time order.

Materials

- Three or four old photos of streets, schools or shops (public-domain, openly licensed or school-owned).
- One photo of the same kind of place now (for example your school or a local street).
- Three large timeline cards: **long ago**, **when grown-ups were small**, **now**.
- For each timeline card, one matching picture: for example a horse and cart (long ago), a car with a cassette player or a box-shaped television (when grown-ups were small), a tablet (now).

Steps

✎ Opening (5 min)

1. Show an old black-and-white street photo. Ask: "What can you see?"
2. Ask: "Is this from long ago or now? What clues tell you?" Accept: black and white, old cars or carts, old clothes, no screens.

✎ Main activity (15 min)

1. **Detectives (8 min).** Show the old school or shop photo next to the photo from now. Children take turns saying "In the old photo I see…" and "Now I see…". Write or draw their ideas in two columns.
2. **What can't the photo tell us? (3 min).** Ask: "Can the photo tell us what the people were saying? What the weather felt like? If they were happy?" Agree: photos show what things looked like, but not sounds, smells, or what people thought. We would need other clues, like asking people or reading.
3. **Timeline (4 min).** Put the three timeline cards on the floor in order. Show the three matching pictures one at a time; children decide which card each belongs on.

✓ Discussion questions (with answers)

- "How do we know what streets looked like long ago?" **From old photos, old objects, and from people who remember.**
- "Can a photo tell us what someone was thinking?" **No.**

- "Were the grown-ups at our school alive long ago, when the horse-and-cart photo was taken?" Usually **no**, if the photo is very old (for example over 100 years). Check the date of your photo before asking.

✓ Closing check (with answers) (5 min)

Mix up the three matching pictures. A volunteer (or each small group) puts them in order on the timeline cards. **Answer:** horse and cart → long ago; cassette car or box television → when grown-ups were small; tablet → now. Then ask one child: "Tell me one thing the old photo shows, and one thing it can't tell us." **Accept** any visible detail for the first part, and any of sounds, smells, feelings, thoughts, names or what happened next for the second.

Vocabulary

photo, long ago, now, clue, past, timeline

Differentiation

- **Needs more support:** use only two cards, long ago and now.
- **Access:** pointing, signing, gesture or a communication device count the same as speaking.
- **Low vision:** describe each photo aloud in short, concrete phrases ("a horse pulling a cart, people in long coats, no cars"), and where possible pass round a real object that matches (an old key, a cassette tape, a tablet) so the child can compare by touch.
- **Ready for more:** add a fourth photo and decide where it goes, with a reason.

⚠ Safety

- No safety issues beyond normal classroom care.

Teacher notes and misconceptions

- Many children think old photos are black and white because "the world was grey then". Explain simply: cameras long ago usually could not show colours.
- "When grown-ups were small" depends on your staff's ages. Choose a matching picture that fits roughly 20 to 40 years ago.
- Don't ask children to bring family photos. Use school, library or openly licensed photos only.
- If you use a grown-up's childhood memories, ask a staff member who is happy to share, not a child's family.

Lesson 4: People who help us

Back to the unit

Goal

Children name people who help at school and nearby, say what they do, and see that everyone can help, not only people in charge.

Materials

- Helper picture cards (see the unit materials list).
- Before the lesson: check the local emergency number and your school's policy on teaching it.
- A large sheet with two areas drawn: **at school** and **near school**.

Steps

✎ Opening (5 min)

1. Ask: "Who helped you today, before you came into class?" Accept any answer (a crossing guard, a bus driver, someone who opened the door). Don't ask about home.
2. Say: "Lots of people help us every day. Let's find out who."

✎ Main activity (15 min)

1. **School helpers (5 min).** Show helper cards for school (teacher, cook, cleaner or caretaker, librarian, school nurse if you have one). For each: "What does this person do to help us?"
2. **Near school (5 min).** Show cards for community helpers (crossing guard, firefighter, bus driver, shop worker, a neighbour helping). Children place each card on the sheet: at school or near school.
3. **Everyone helps (5 min).** Ask: "Who is in charge at our school?" (the head teacher or principal). "What do they do?" Then ask: "Can someone who is not in charge help too?" Show the neighbour card and talk about class jobs from term 1. Agree: **everyone can help** — children too, by tidying up, sharing or being kind.

✓ Discussion questions (with answers)

- "What does a crossing guard do?" **Helps people cross the road safely.**
- "What does a cook at school do?" **Makes food for us to eat.**
- "Is the head teacher the only person who helps at school?" **No.** Many people help.
- "Who can help in an emergency?" Firefighters, police, ambulance workers; a trusted grown-up nearby. Use your local emergency number if your school teaches it.

✓ Closing check (with answers) (5 min)

Hold up two helper cards (for example crossing guard and cook). Ask: "Who is this? How do they help?" **Answers:** crossing guard helps people cross the road safely; cook makes our food. Accept any sensible helping action.

Vocabulary

helper, job, help, in charge, community, emergency

Differentiation

- **Needs more support:** match three helper cards to three object pictures (hose, pot, book).
- **Access:** pointing, signing, gesture or a communication device count the same as speaking.
- **Ready for more:** "How could you help at school tomorrow?" Draw it.

⚠ Safety

- Don't have children practise calling an emergency number on a real phone.
- Some children may be frightened of police or other services because of their own experiences. Keep the tone calm and don't push.

Teacher notes and misconceptions

- Children often think only people with uniforms are helpers. The neighbour card and class jobs widen this.
- Avoid gender stereotypes (for example "firemen"). Use "firefighter", "police officer".
- If a visitor is coming in lesson 5, tell the children today so they can think of a question.

Lesson 5: Helper visit and show what you know

Back to the unit

Goal

Children ask a real helper questions, then show what they learned across the unit in a short one-to-one check.

Materials

- A helper visitor from school (for example the cook, caretaker, librarian or school nurse). If nobody can come, use a short video your school already has permission to use, or the teacher plays the helper.
- Family cards, old and new objects or pictures, the three timeline cards and matching pictures, one old photo, helper cards.
- A recording sheet (yes / with help / not yet for each of the 5 parts).

Steps

✎ Opening (5 min)

1. Remind children of the questions they thought of in lesson 4.
2. Practise one together: "What do you do to help our school?"

✎ Main activity (15 min)

1. **Visit (10 min).** The helper says what they do and shows one tool of their job. Two or three children ask questions.
2. **Thank you (5 min).** Children say thank you together. Each child draws one thing the helper does (no names or words needed).

✓ Discussion questions (with answers)

- "What does our visitor do to help us?" **Answer depends on the visitor;** accept any correct job description.
- "Was our visitor in charge of the school?" Usually **no** — and they still help a lot.

✓ Closing check (with answers) (5 min)

Whole class, quick: hold up a teddy bear. "Long ago, now, or both?" **Both.**

One-to-one check (about 3 min per child, over the week)

Use the five parts from the unit assessment. Record **yes**, **with help** or **not yet**.

1. **Families:** "Point to two families. How are they different?" Accept any true difference.
2. **Then and now:** sort four pictures: spinning top (long ago, or both with a reason), tablet (now), corded landline phone (long ago, or both with a reason), teddy bear (both).
3. **Order:** put horse and cart, box television, tablet on the three timeline cards. **Answer:** long ago, when grown-ups were small, now.
4. **Photos:** "Tell me one thing this old photo shows, and one thing it can't tell us." Accept any visible detail; accept sounds, smells, feelings, thoughts, names or what happened next.
5. **Helpers:** "Tell me about two helpers and what they do." Accept any two correct.

Vocabulary

visitor, question, helper, thank you

Differentiation

- **Needs more support:** in the check, offer two choices ("Is this long ago or now?") and record "with help".
- **Ready for more:** ask "Why do you think this changed?" in part 2 (no fixed answer).
- Children who use sign, gesture, pointing or a communication device: answers in those forms count as "yes".

⚠ Safety

- Follow your school's visitor policy.

Teacher notes and misconceptions

- Keep the check friendly; it is a chat, not a test. Stop if a child is upset.
- The check is never about the child's own family. Answers about Pip or a made-up family are correct.
- "Not yet" is fine. Grade 1 returns to time order and community roles.

Kindergarten Society: Near and Far, Our School Walk and a Picture Map (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. CC0 1.0 (public domain). Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the kindergarten year plan

This is the **term 3** society unit in the kindergarten year plan. It builds on My day and my class (term 1, by GLM-5.3 Flash), where children already looked at the classroom "from above" and drew a picture map of it, and on Families, then and now, and people who help us (term 2). This unit goes one step wider: from one room to the **whole school**, with words for where things are (near, far, next to, in front of, behind).

Big idea

We can say where things are with words like near, far, next to, in front of and behind. A map is a picture of a place from above, and it can help us find our way and tell someone else where something is. Some things in a place are made by people and some are natural.

Outcomes

By the end of the unit, most children can:

1. Use **near**, **far**, **next to**, **in front of** and **behind** to say where a toy is on a small play-mat town.
2. Follow a spoken position clue to find a hidden object in the classroom ("It is next to the sink, behind the box").
3. Name four or more places in the school they visited on the walk, and one thing they noticed at each.
4. Sort things seen on the walk into **made by people** and **natural** (some are hard to sort, and saying why is a good answer).
5. Point to places on a simple picture map and say which of two places is **nearer** to a third.
6. Put three photos from the walk in the order we walked (first, next, last).

These are expectations for most children, not gates. Grade 1 returns to the school walk and makes a route map of the local area.

Prior knowledge

- From term 1: a map shows a place from above; the classroom picture map; first, next, last.
- From term 2: people who help at school (the walk may meet some of them).
- From mathematics: position words such as next to, in front of and behind may already be familiar.
- No reading is needed. Everything is done with toys, photos, pictures and talk.

Lessons

Lesson	Title	Time
1	Near, far and next to	20 min
2	Where is Pip? Clues around the classroom	25 min
3	Our school walk	30 min
4	A picture map of a school	25 min
5	Our walk in order, and show what you know	25 min, plus about 3 minutes per child one-to-one during the week

Materials (whole class unless noted)

- **Play-mat town** (set up once, kept the same for lessons 1 and 5): on a mat or large sheet, in one line along the back, from one end: a toy **house**, a toy **tree** touching the house, a gap, a box **shop**, then a long gap and a **pond** (blue paper). A toy **car** sits in front of the shop and a **teddy** sits behind the shop. Take a photo of the layout so it can be set up the same way again.
- **Pip** (the puppet from term 2) and one small object to hide (for example a toy key).
- The term 1 classroom picture map, if you still have it.
- **For the walk:** a camera or tablet for the teacher (photos of places, not faces), a clipboard, and enough adults for your school's ratio rules.
- **Pip's school map** (made up, the same for every class): a large card divided into six picture boxes in two rows. Top row, from left: **garden**, **playground**, **hall**. Bottom row, from left: **gate**, **office**, **classroom**. Draw a simple picture in each box. A copy for the teacher's check in lesson 5.
- A large sheet of paper with a simple outline of your own school grounds from above (drawn by the teacher before lesson 4), and printed photos from the walk.
- Two sorting hoops or mats labelled with pictures: **made by people** (a brick) and **natural** (a leaf).
- Sticky notes and a marker (lessons 2 and 4); paper and crayons or pencils (lessons 4 and 5).
- Picture cards of things often seen at school (for example a bench, a tree, a fence, grass, a flower bed, a bin, a stone, a door), about 8, for sorting in lesson 3. Swap in things your class actually saw.
- A sticker chart for the one-to-one checks.

Assessment

Lesson 5 has a six-part check done one-to-one (about 3 minutes per child) during the week, using the play-mat town (set up as in lesson 1), Pip's school map and three walk photos. Record each part as **yes**, **with help** or **not yet**:

1. Play-mat town: "What is next to the house?" **The tree.**
2. "Is the pond near the house or far from the house?" **Far.**
3. "What is in front of the shop?" **The car.** "What is behind the shop?" **The teddy.**
4. Pip's school map: "Point to the hall." **Top row, right-hand box.**
5. "Which is nearer to the gate: the office or the classroom?" **The office.**
6. Three walk photos: "Put these in the order we walked." **The order of your walk.**

Outcomes 2 to 4 (following a clue, naming places, made by people or natural) are observed during lessons 2 and 3 rather than checked one-to-one. A child may answer by pointing. The check is about the toys, Pip's map and the school, never about the child's home.

Sources

Read for this unit (background only; this unit is not aligned to them):

- National Council for the Social Studies, College, Career, and Civic Life (C3) Framework for Social Studies State Standards (2013), K-2 geography indicators, read in the archived PDF: https://web.archive.org/web/20220403055307/https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf
  - D2.Geo.1.K-2 "Construct maps, graphs, and other representations of familiar places." (lesson 4 school map)
  - D2.Geo.2.K-2 "Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them." (lessons 3 to 5, walk photos and maps)
  - D2.Geo.3.K-2 "Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places." (lessons 3 and 4, made by people and natural; simplified)
- Common Core State Standards, Kindergarten Geometry, K.G.A.1, which includes describing "the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to": https://www.thecorestandards.org/Math/Content/K/G/ (lessons 1 and 2)
- Wikipedia, "Mental mapping" (a person's point-of-view picture of an area; Kevin Lynch's sketch maps drawn from memory), background for the lesson 5 stretch task: https://en.wikipedia.org/wiki/Mental_mapping
- The term 1 unit My day and my class, for what children already know.

Known gaps and cautions

- **Home privacy.** Never ask children to describe or draw their route from home, their home address or where they live. All maps in this unit are of the play-mat town, Pip's made-up school, the classroom or the school grounds.
- **Walk safety.** Lesson 3 stays inside the school grounds. If you also look at the street, do it from inside the gate or fence. Follow your school's rules on adult ratios, risk assessment and permissions; this unit does not replace them.
- **Photos.** Photograph places, not children. Follow your school's photo policy.
- **Access.** Plan the walk on a route every child can use, including wheelchair users, and include quiet stops for children who find noise hard.
- **"Near" and "far" are relative.** The pond is far from the house but near the end of the mat. Answers depend on "near to what?", so always name the second place.
- **Left and right are not taught here.** They are hard at this age and left out on purpose.
- **Overlap with grade 1.** The society progression plans grade 1 around "a walk around the school and a route map". This unit stays inside the school and makes a picture map, not a route map of the local area; grade 1 should go wider, not repeat it.
- "Made by people" and "natural" is a simplification. A planted flower bed or a stone wall can be both, and saying why is a good answer.
- Order, timings and the play-mat layout are my choices, not taken from any source.

- Peer check: Gemini 4 Argon did a bounded text, timing and answer-key check on 6 November 2026 at bcdc103 (recorded in PEERCHECKS.md); fixes are in 95c73ce, which Argon also diff-checked the same day.

Lesson 1: Near, far and next to

Back to the unit

Goal

Children use **near**, **far**, **next to**, **in front of** and **behind** to say where toys are on a small play-mat town.

Materials

- The play-mat town, set up as in the unit materials list: in one line along the back, a house, a tree touching the house, a gap, a box shop, a long gap, then a blue paper pond. A toy car in front of the shop; a teddy behind the shop.
- Pip the puppet.

Steps

✎ Opening (5 min)

1. Children sit in a circle. Say: "Stand **next to** your chair. Now stand **behind** your chair. Now stand **in front of** your chair." Children who use a wheelchair or prefer to sit can point to the place instead, or move Pip.
2. Point to two things in the room: "Is the door **near** us or **far** from us?" Accept the answer that fits your room, and ask how they know.

✎ Main activity (10 min)

1. **Tour the town (4 min).** Gather children so they can all see the mat from the front (the side with the car). Name each place: house, tree, shop, pond. Ask:
   - "What is **next to** the house?" **The tree.**
   - "Is the pond **near** the house or **far** from the house?" **Far.**
   - "What is **in front of** the shop?" **The car.** "What is **behind** the shop?" **The teddy.**
2. **Pip gets lost (6 min).** Pip hides somewhere in the town while children cover their eyes (or turn away). The teacher gives one clue: "Pip is **next to** the pond." A child finds Pip. Repeat with clues such as "Pip is **behind** the tree", "Pip is **in front of** the house", "Pip is **far** from the pond" (near the house end). Then a child hides Pip and gives the clue.

✓ Discussion questions (with answers)

- "If Pip is at the house, is the shop near or far?" **Near-ish, or a bit far**; both are fine if the child compares it with the pond: "nearer than the pond".
- "Is the pond near or far?" **It depends: near to what?** Far from the house, but near the end of the mat. Always name the second place.

- "Does 'behind the shop' change if we walk round to the back of the mat?" **Yes, it can.** From the back, the teddy looks in front. That is why we all look from the same side.

✓ Closing check (with answers) (5 min)

Ask three children, one question each:

1. "What is next to the house?" **The tree.**
2. "Is the pond near the house or far from the house?" **Far.**
3. "What is in front of the shop?" **The car.**

Vocabulary

near, far, next to, in front of, behind

Differentiation

- **Needs more support:** only next to and in front of today; the adult points while saying the word.
- **Ready for more:** "Which is nearer to the house, the shop or the pond?" **The shop.** Or the child gives a two-part clue: "next to the pond and in front of it".
- Answers by pointing, signing or moving Pip all count.

⚠ Safety

- Use toys too large to swallow.

Teacher notes and misconceptions

- "Near" and "far" are always "near to something". Children often answer as if from where they sit. Name the second place in every question.
- "In front of" and "behind" depend on where you look from. Keep everyone looking from the front of the mat today. Lesson 2 uses the classroom, where this is harder.
- Take a photo of the town layout so lesson 5 and the one-to-one checks use exactly the same set-up.

Lesson 2: Where is Pip? Clues around the classroom

Back to the unit

Goal

Children follow and give spoken position clues to find a hidden object in the classroom, and use the term 1 classroom map to show where it is.

Materials

- Pip the puppet and one small object to hide (for example a toy key).
- Sticky notes.
- The term 1 classroom picture map, if you still have it (or a quick new one: the teacher draws the room from above with four or five big things on it).

Steps

✎ Opening (5 min)

1. Show the classroom map. "Remember our map? It shows our room from **above**, like a bird sees it." Ask a child to point to the door on the map, then to the real door.
2. "Today Pip has lost a key. We'll use our words to help find it."

✎ Main activity (15 min)

1. **Teacher clues (6 min).** While children cover their eyes or turn away, the teacher hides the key somewhere safe and easy to reach. Give a clue using two position words: "The key is **next to** the sink, **behind** the box." Two or three children look. Then the class finds the spot on the map and the teacher marks it with a sticky note. Do this three times in different places.
2. **Child clues (9 min).** In pairs or small groups with an adult: one child hides the key and gives a clue; the others find it. The adult helps with words if needed ("Is it next to something? In front of something?"). Swap roles.

✓ Discussion questions (with answers)

- "Which clue was easiest to follow?" **Clues that named a big thing we all know** (the sink, the door), plus one position word.
- "Was 'it's over there' a good clue?" **No.** We need to name a place and say next to, in front of or behind it.
- "Why did we mark the spot on the map?" **So someone who was not looking can find it too.** A map helps us tell other people where things are.

✓ Closing check (with answers) (5 min)

Hide the key one last time. Give the clue "next to the door". One child finds it and puts a sticky note on the map next to the door symbol. **Answer:** the key is found by the door, and the sticky note is beside the door on the map.

Vocabulary

clue, map, above, next to, in front of, behind, near, far

Differentiation

- **Needs more support:** clues with one position word only ("next to the sink"). The adult walks with the child.
- **Ready for more:** the child gives a clue using only the map (points to a spot on the map) and a friend finds the real place.
- Children who don't want to search can be the "map keeper" who puts the sticky note on the map.

⚠ Safety

- Hide the key only in safe, low places: not on high shelves, near sinks with hot water, or behind heavy furniture.
- Agree on walking, not running, while searching.

Teacher notes and misconceptions

- "Behind" in a room is tricky: behind the box from where I stand may be in front of it from where you stand. Accept answers that fit one clear way of looking, and say which way: "behind the box, from the door side".
- If a child can't find the key, give a second clue with "near" or "far" ("you're getting near").
- Avoid "left" and "right" clues; they are not taught in this unit.

Lesson 3: Our school walk

Back to the unit

Goal

Children walk round the school grounds, name the places they visit, notice one thing at each place, and start sorting what they see into **made by people** and **natural**.

Materials

- A camera or tablet for the teacher (photograph places, not faces).
- A clipboard with the list of stops.
- Enough adults for your school's ratio rules, and anything your school's risk assessment requires.
- The two sorting hoops for the end of the lesson: **made by people** (brick picture) and **natural** (leaf picture), and about 8 picture cards of things seen at school (see the unit materials list).

Before the lesson

Plan a short route **inside the school grounds** with four stops (five if the route is short), chosen from places such as: our classroom door, the hall, the office, the playground, a garden or tree, and the main gate (looked at from inside). Check that every child can use the route, including wheelchair users, and that there is one quiet stop. Tell the office and anyone you will pass.

Steps

✎ Opening (5 min)

1. "Today we are going on a walk round our school. We will stop at some places. At each stop, look for one thing to remember."
2. Agree the walk rules: walk with your partner, stay with the group, stop when the adult stops.

✎ Main activity: the walk (20 min)

Keep to four stops of about 3 minutes each, leaving time to walk between them. A fifth stop is optional if the route is short.

At each stop:

1. Name the place together: "This is the hall."
2. Ask: "What do you notice here?" Take two or three answers.
3. Ask one position question: "What is **next to** the hall?" or "Is the gate **near** our classroom or **far** from it?" Answers depend on your school; accept answers that match what children can see.
4. The teacher takes one photo of the place (no faces).

5. At the playground or garden, ask: "Can you see something **made by people**? Something **natural**?" (For example a bench and a tree.)

At the gate, look out at the street from **inside** the gate or fence. Ask: "What can we see outside our school?" (cars, a shop, houses, trees). Do not go out.

✓ Discussion questions (with answers)

Back in class (this can run into the closing), children take turns to put a picture card in a hoop and say why:

- "Was the bench made by people or natural?" **Made by people.**
- "The tree?" **Natural.**
- "The flower bed?" **It can be both**: people planted it, but flowers grow by themselves. Saying why is a good answer.
- "Which place was nearest to our classroom?" **The answer depends on your school**; check it against the route.

✓ Closing check (with answers) (5 min)

Each child says one place we visited and one thing they noticed there. **Answers vary**; any place on the route with any real thing seen there counts. A child may point to a photo or picture card, sign, or use a communication device instead of speaking.

Vocabulary

walk, place, stop, made by people, natural, near, far, next to

Differentiation

- **Needs more support:** a partner holds hands or a picture card of the next stop shows where we are going.
- **Ready for more:** at each stop, the child says where it is using two words ("the office is next to the hall, near the gate").
- Children who find the walk tiring or loud can wait at the quiet stop with an adult, or help take the photos.

⚠ Safety

- Stay inside the school grounds. Look at the street from inside the gate or fence.
- Follow your school's rules on adult ratios, risk assessments and permissions. This lesson does not replace them.
- Count children at the start, at each stop and at the end.
- Photograph places, not children, and follow your school's photo policy.

Teacher notes and misconceptions

- Children may name places by what happens there ("where we eat"). That is fine; give the school's name for it too ("the hall").
- Print the photos before lesson 4, one of each stop, large enough to see from the carpet.
- Don't ask children about their way to school or where they live.

Lesson 4: A picture map of a school

Back to the unit

Goal

Children use a simple picture map to find places and say which of two places is nearer to a third, first on Pip's made-up school map and then on a class map of our own school.

Materials

- Pip's school map (see the unit materials list): two rows of picture boxes. Top row, from left: garden, playground, hall. Bottom row, from left: gate, office, classroom.
- A large sheet with the teacher's outline of our school grounds from above (buildings as simple shapes, the playground, the gate).
- The printed walk photos from lesson 3, with sticky tack.
- A marker for the dotted line; paper and crayons for the stretch task.

Steps

✎ Opening (5 min)

1. "Pip goes to a school too. Here is a map of Pip's school, from above." Point to each box and name it.
2. Ask: "Where does Pip go in? Point to the gate." **Bottom row, left-hand box.**

✎ Main activity (15 min)

1. **Pip's school (6 min).** Ask:
    - "Point to the hall." **Top row, right-hand box.**
    - "What is **next to** the playground?" **The garden, the hall and the office** (the office is just below it).
    - "Which is **nearer** to the gate: the office or the classroom?" **The office.**
    - "Which is **far** from the garden: the playground or the classroom?" **The classroom.**
    - "Pip walks from the gate to the classroom. Which place does Pip pass?" **The office.**
2. **Our school map (9 min).** Show the outline of our school. Hold up a walk photo: "Where was this?" Children help stick each photo on the right part of the map. Draw a dotted line between the photos in the order we walked. Add one or two places we did not visit, if children suggest them.

✓ Discussion questions (with answers)

- "Is our map the real school?" **No.** It is a picture from above, and it leaves lots out.

- "Which photo place is nearest to our classroom on the map?" **The answer depends on your school**; check on the map.
- "Could a new child use our map?" **Yes, to find places like the hall or office**, if a grown-up helps.

✓ Closing check (with answers) (5 min)

Using Pip's school map:

1. "Point to the playground." **Top row, middle box.**
2. "Which is nearer to the gate: the office or the classroom?" **The office.**

Vocabulary

map, above, picture map, nearer, next to, far

Differentiation

- **Needs more support:** only point to places on Pip's map; the adult names them.
- **Ready for more:** draw a symbol for a new place (for example a bike rack) and put it on our school map; or answer "Which is nearest to the classroom: the garden, the office or the gate?" on Pip's map (**the office**, which is right next to it).
- Children with low vision can use a tactile version of Pip's map (six boxes with different textures).

⚠ Safety

- None beyond normal classroom care.

Teacher notes and misconceptions

- Keep "next to" on Pip's map simple: boxes that share a side. Diagonal boxes are not "next to" in this lesson.
- Children may think the map is wrong because buildings "don't look like that". Remind them of term 1: a map shows a place from above.
- Keep the class map up for lesson 5.

Lesson 5: Our walk in order, and show what you know

Back to the unit

Goal

Children put photos from the walk in the order we walked, use position words once more, and do a short one-to-one check during the week.

Materials

- The class map with photos from lesson 4.
- A second set of three walk photos (from different stops) per small group.
- The play-mat town, set up exactly as in lesson 1 (use the photo).
- Pip's school map.
- Paper and crayons or pencils for the drawing task.
- A sticker chart for the one-to-one checks.

Steps

✎ Opening (5 min)

1. Look at the class map together. "Where did we go **first**? **Next**? **Last**?" Children point along the dotted line. **Answers follow your walk.**

✎ Main activity (15 min)

1. **Photo order (8 min).** In small groups with an adult, children put three walk photos in the order we walked (first, next, last). They check against the dotted line on the class map.
2. **Draw from memory (7 min).** Each child draws one place from the walk and something next to it. Ask: "What is next to it in your drawing?" Drawings do not need to be accurate; talking about where things are is the point.

✓ Discussion questions (with answers)

- "How did you know which photo came first?" **We remembered the walk, or we checked the dotted line on the map.**
- "Is anything missing from your drawing?" **Yes, always.** Every map or picture from memory leaves things out, and that is fine.
- "What is one place in our school that is far from our classroom?" **Depends on your school**; check on the map.

Closing (5 min)

Explain the check: "This week, each of you will come and show me what you know about where things are." Sing or play a quiet game while the first children start.

One-to-one check (about 3 minutes per child, during the week)

Use the play-mat town, Pip's school map and three walk photos. Record **yes**, **with help** or **not yet** for each part.

1. "What is next to the house?" **The tree.**
2. "Is the pond near the house or far from the house?" **Far.**
3. "What is in front of the shop?" **The car.** "What is behind the shop?" **The teddy.**
4. On Pip's map: "Point to the hall." **Top row, right-hand box.**
5. "Which is nearer to the gate: the office or the classroom?" **The office.**
6. "Put these three photos in the order we walked." **The order of your walk.**

Pointing, signing, moving Pip or a communication device all count as answers. Sit on the same side of the play-mat as in lesson 1 so "in front of" and "behind" mean the same.

Vocabulary

first, next, last, near, far, next to, in front of, behind, map

Differentiation

- **Needs more support:** two photos instead of three; parts 1 to 3 only.
- **Ready for more:** draw a picture map of the play-mat town from above, with every toy in the right place.
- Children who don't want to draw can tell an adult, who writes their words.

⚠ Safety

- Use toys too large to swallow.

Teacher notes and misconceptions

- A drawing of a place from memory is like a "mental map": a person's own picture of a place. Researchers have asked people to sketch their city from memory, and those sketches leave things out too.
- If a child puts photos in a different order but explains it ("we saw the gate when we came back"), check: they may be right about a different part of the walk.