



## ENQUIRY THEME and key question(s)

How well do we know the area around the school?

How do certain parts of the area around the school make us feel?

How can we collect information about the area around the school and use it to suggest improvements?

## Learning Objectives: knowledge, understanding, skills, values

To establish the students' personal geographies (physical boundaries, perceptions) and emotional responses to different situations.

## Prior knowledge

Local Area work in KS1 & 2.

## Aim

Exploring our community to make it better.

### Resources and advance preparation:

- PowerPoint
- Stopwatch
- Pupil resource (handout)
- Pencils
- Clipboards

### Cross Curriculum skills covered in this lesson:

Literacy Numeracy ICT

### National Curriculum or Exam Specification links:

KS3 Geography

#### 1. Key Concepts

- 1.1 Place - a, b
- 1.2 Space - a, b
- 1.3 Scale - a
- 1.4 Interdependence - a, b
- 1.7 Cultural understanding and diversity - b

#### 2. Key Processes

- 2.1 Geographical enquiry - a, b, c, d, e, f, g
- 2.2 Fieldwork and out of classroom learning - a
- 2.3 Graphicacy and visual literacy - b
- 2.4 Geographical Communication

#### 3. Range and content

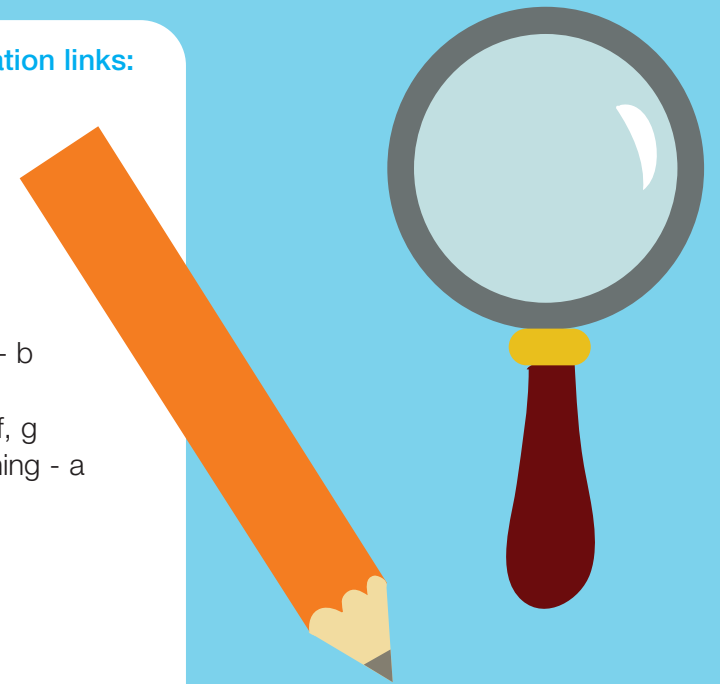
a, b, c, g, h

#### 4. Curriculum opportunities

a, b, c, d, e, f, g, i

### Assessment Opportunities:

Formative



## Activity Timing

## Activity

## Action: Teacher

## Action: Pupil

## Resources

**Starter**  
(10 mins)

Value Lines

Define one end of the classroom as **Strongly Agree** and the other end as **Strongly Disagree**.

Ask pupils to stand up and position themselves between the two points according to how much they agree or disagree with these statements:

1. I like my journey to school
2. My journey to school is good for the planet
3. I feel safe on my whole journey to school
4. I feel scared in parts of my journey to school
5. Cars drive too fast on my way to school

It is useful to ask pupils to justify why they are standing at certain points along the line.

**Ask them what it would take to change where they are standing on the line?**

Stand up and position yourself according to how you feel about the statements.

Consider your responses and be able to justify your decisions. Following this, consider what it would take to reduce any negative feelings you have in response to the statements.

n/a



## Activity Timing

## Activity

## Action: Teacher

## Action: Pupil

## Resources

**Activity 1**  
 (20 mins)

My journey to school

On the handout ask the pupils to **draw in the film strip** their journey to school, starting with their house in the first square and ending with school in the last one.

Ask them to write down how they travelled to school **when the whole class have finished**.

- Ask the pupils to **compare drawings** on their tables
- **Which part of the journey do they like/dislike? Ask them to put a smiley face (happy or sad) in the corner of each of the squares representing how they feel**
- Ask them to count how many 'Goods' and 'Bads' they have. **What is the score? What is the class score?**
- Ask the pupils to complete the statements on the front of the sheet and discuss them.

**Front Page** – draw a **quick sketch** of the six highlights of your journey to school.

**Discuss similarities and differences** with your neighbours, including type of travel.

**Decide how much you like each part of your journey and add a smiley face** to show this. Work out the score/ratio of 'Goods' and 'Bads' in your own journey and that of the class as a whole.

**Complete the statements on the front page.**

- Handout
- Pencils



## Activity Timing

## Activity

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## Resources

**Activity 2**  
(1 hour incl.  
getting coats,  
toilet trips etc)

Fieldwork  
session

Explain to the class that they will be heading out to collect information on the area around their school to **try and measure some of the things that they have been discussing.**

Go through the handout example on the **PowerPoint.**

Draw a simple map of the area around the school (you could use an online mapping website if that's easier) and ask pupils to copy the map into their booklet. **Identify four points on the map that the pupils will explore.**

Follow usual procedure for leaving school.

Take pupils to the four points and complete the fieldwork.

**Centre Pages** – complete each section of the handout for four points in the catchment area:

- **What I See** – draw what you see, changing the size of the objects depending on how dominant they are (using all senses!)
- **How this place feels to me** – write down descriptive words about how the place feels to you (eg welcoming, threatening, busy, loud etc)
- **Vehicle Count** – divide yourselves into groups and count how many walkers, cyclists and motorists pass by in one minute. Write the number over the image on the booklet
- **Vehicle Speed** – on the turtle and hare scale, identify how fast the traffic is (measure out a certain distance and time vehicles over this)
- **Observation** – mark on the scales your feelings and observations about the area.

- Handout
- Pencils
- Clipboards
- Coats etc
- Personal medication  
(eg asthma inhalers)



## Activity Timing

## Activity

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## Action: Pupil

## Resources

**Activity 3**  
(20 mins)

Street Action

This is just a simple old fashioned game of charades with a few extras.

Get pupils to come up in pair and choose a Street Action card at random (half the cards will have suggestions on them, the other half will ask pupils to come up with suggestions – you can manage this how you like if you want to differentiate).

- Give the pupils **30 seconds** to come up with a quick mime – then act it out
- **Repeat** until most of the cards have been used up
- Ask the pupils to choose their **favourite actions** and have them arrange them around the classroom, imagining it is a busy street that they are trying to improve
- If you have time, you may want to give **different scenarios** for the street (outside school, residential, high budget, low budget etc)
- Get pupils to **sketch** what they imagine a street on their way to school could look like with these changes in their booklet
- Ask them how it differs to their current journey to school.

- Choose a card from the teacher
- Take 30 seconds to come up with a mime of the type of intervention on the street action card
- Mime the action to the class – class have to guess the action
- Choose which of the actions are your favourites. Position them round the room, imagining it was a street
- Draw what a street looks like on your way to school with the changes you would like to see
- Describe how it is different to your current journey to school... would you be more likely to walk or cycle to school with your new suggestions?

- Street Action Cards
- Handout
- Pencils



## Activity Timing

## Activity

## Action: Teacher

## Action: Pupil

## Resources

**Plenary**  
(10 mins)

Our Manifesto

- From the solutions that have been suggested from the outcomes of the Street Action activity, ask the pupils to come up with their five actions to improve their community
- Hand one sheet of plain paper to each table. Ask the pupils, working in their table groups, to write down their best actions
- Explain that they must be able to justify their choices and to be able to demonstrate they understand the positives and negatives about their actions
- As a class, go round each group and get them to give you one of their actions (one per table at a time) – ask them to justify their choice and ask the class if they agree with it. If it is agreed by all, write it down as one of the five points in your manifesto
- Keep going round the groups until you have all five

**Explore options for bringing the manifesto to life (poster, collage, video, wall display etc.)**

- Share your actions on your table in order to come up with a list of your five best actions. You must be able to justify your choices
- Share one of your table's best actions when asked; explain why your choice is important, contributing it to the manifesto before presenting it in a creative way to decision-makers.

A decision-maker may be an elected national representative (either in Westminster or in devolved nation government) or elected local representative (eg a councillor). It could also be a local authority officer (such as a head of Children's Services, Education, or Highways/Transport).

- 1 Sheet of plain paper per table
- Pencils
- Handout