



### ENQUIRY THEME and key questions

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 improve the area?

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

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

### Prior knowledge

The World Around Us work in KS1 and 2.

### Aim

Exploring our community to make it better for us.

#### Resources and Advance preparation:

- PowerPoint
- Pupil resource (handout)
- Pencils

#### Cross Curriculum skills covered in this lesson:

Communication Using Mathematics Using ICT

#### National Curriculum or Exam Specification links:

KS3 Environment and Society (Geography)

#### Developing pupils' knowledge, understanding and skills

Objective 1: Developing pupils as individuals

Objective 2: Developing pupils as contributors to society

Objective 3: Developing pupils as contributors to the economy and environment

#### 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**.

Offer a series of statements and ask the pupils to stand in the room corresponding to how much they agree or disagree.

**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.

- PowerPoint



## Activity Timing

## Activity

## Action: Teacher

## Action: Pupil

## Resources

**Activity 1**  
 (25 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
- PowerPoint



## Activity Timing

## Activity

## Action: Teacher

## Action: Pupil

## Resources

**Activity 2**  
 (15 mins)

No problems

Working in table groups, **ask the pupils to compare the problems/hazards they experience on their journey to school** – then compile them in a list of common problems.

**For each problem** they need to:

- Name the problem
- Rank its severity out of 5 (5 being most severe)
- Suggest what is the cause of the problem
- Suggest up to 3 solutions for each problem and reason why it should work

These should be written down on a pre-prepared sheet or on scrap paper.

**Share the problems of your journey to school** with others on the table and compile a list of the common problems.

**Answer the questions on the PowerPoint** for each of your problems and write them down.

- Pencils
- PowerPoint



## Activity Timing

## Activity

## Action: Teacher

## Action: Pupil

## Resources

Plenary  
(10 mins)

Solution  
Articulate

Ask one pupil to **describe** one of their solutions **without actually mentioning its name** (like the board game articulate).

The first pupil to guess what it is then gets to describe one of their solutions.

**Repeat** as many times as you can manage in 10 minutes, or for all pupils if you have more time.

**Either describe one of your solutions** without mentioning what it is, or try and **work out what another person is describing**.