

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
- Street Action Street Trumps

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 clasrom learning - a
- 2.3 Graphicacy and visual literacy - b
- 2.4 Geographical Communication

3. Range and content

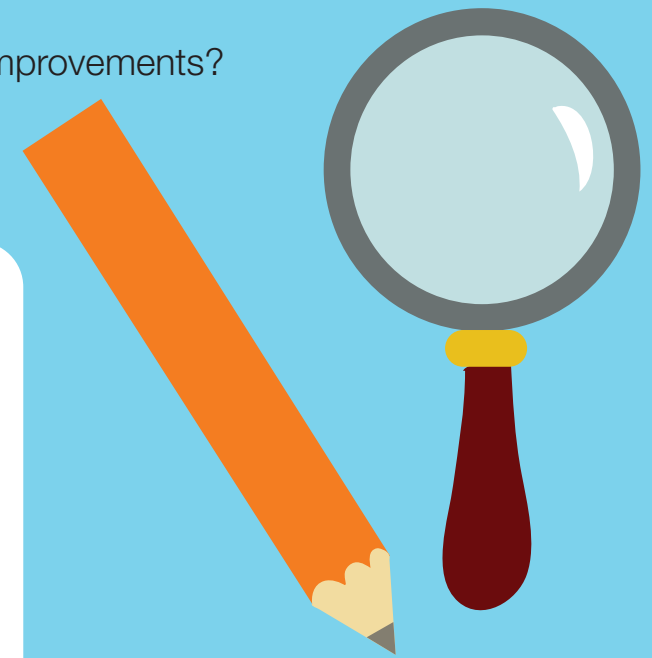
a, b, c, g, h

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)

Fieldwork
introduction

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.**

The teacher will show you a simple map of the area around the school. Copy this into your booklet.

Mark the four points on the map which you will explore.

- PowerPoint



Activity Timing

Activity

Action: Teacher

Action: Pupil

Resources

Activity 1
 (40 mins)

Fieldwork session

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

Action: Teacher

Action: Pupil

Resources

Plenary
(10 mins)

Street Action
Street Trumps

- Place sets of the **Street Action Street Trumps** out on pupils' desks.
- Give them **two minutes** to discuss and sort the street actions into a **Diamond 9** shape (more favoured options at the top/least favoured at the bottom). These should be the street actions that are most appropriate for the area you have been in today.
- **Discuss** their choices with the class.

Homework

Ask the pupils to complete the **street action section** of their booklet for homework.

They should choose **one** of the streets that they travel to school on from the first activity in the booklet and show what it would be like with the street actions applied to it.

- As a table group read the **Street Action Street Trump cards** and then sort them into a diamond 9 shape that best applies to where you have visited today (more favoured options at the top/least favoured at the bottom)
- Discuss with the class the choices that you have made and why you have made them.

Complete the **homework** task – apply street actions to one of the streets on your journey to school and draw this on the back page of your booklet.

- Street Action Street Trump cards
- Handout
- PowerPoint