

Unit 1 Around our school – the local area

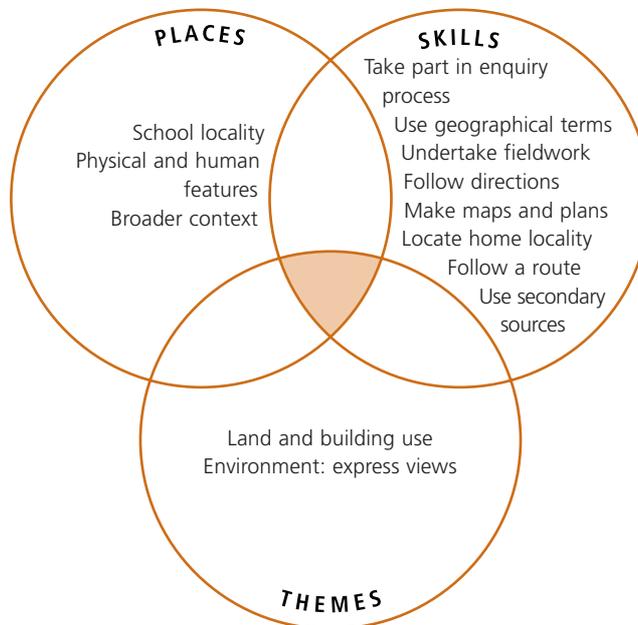
ABOUT THE UNIT

This is a 'long' unit. It uses investigative tasks to introduce children to the idea of looking at their local area.

The local area will be studied frequently during a child's time in primary school and therefore this unit focuses on aspects of local features, land use and environment. This allows for them to be developed later, perhaps as smaller, more highly focused units, eg Unit 2 'How can we make our local area safer?' or Unit 14 'Should the high street be closed to traffic?'

The unit may be shortened to a 'medium' unit by leaving out the sections marked.

The unit offers links to literacy, mathematics, speaking and listening, design and technology, history, IT and the world of work.



VOCABULARY

In this unit, children are likely to use:

- address, near, far, travel, journey, routes, features, attractive, buildings, offices, church, shop, houses, flats, garage, factory, leisure, playground, park

They may also use:

- parade, library, museum, facilities

RESOURCES

- local maps eg *large-scale Ordnance Survey* and *street maps*
- computer software for drawing simple graphs
- pictures of the local area (collected by teachers or children and from local guidebooks)
- a camera
- local newspapers
- local shopkeepers and employers

PRIOR LEARNING

It is helpful if the children have:

- experienced some introductory work on their school grounds and local area in reception classes

EXPECTATIONS

at the end of this unit

most children will:

understand the variety of features that form part of their local area;
understand the part people play in developing and changing the area

*some children will not have
made so much progress and will:*

have a more limited understanding of the features that make up their local area;
be able to annotate a simple map with some of the features

*some children will have
progressed further and will also:*

offer simple and, in some cases, more reasoned explanations for the presence of
certain environmental issues, *eg traffic pollution, a new playground*, in the area

FUTURE LEARNING

Children may build on this unit by learning in more depth about particular issues in their locality, *eg 'Traffic' in Unit 2*, and by studying contrasting localities, as in Unit 4, for example.

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
Where do I live? Where do other pupils live?			
<ul style="list-style-type: none"> that all pupils have a personal address and that they travel to school 	<ul style="list-style-type: none"> Ask the children to write out their addresses, with an explanation of each line, and display these around a map of the area. Discuss with the children who lives the furthest away and who lives the nearest. With the children's help, design and carry out a survey of how children come to school. Help the children to draw a graph, which could be computer generated, and analyse the findings. 	<ul style="list-style-type: none"> know their own addresses understand the significance of each line of the address represent the various types of travel on a simple graph draw some conclusions from their findings 	<p>Mathematics: when children carry out a survey and record their results, there are opportunities to link with work on classifying, representing and interpreting data.</p> <p>IT: if children generate their graphs on a computer, this work could link to IT (Unit 1E).</p>
Where is the school? How do I get to school?			
<ul style="list-style-type: none"> their sense of place in relation to home and school to describe a route 	<ul style="list-style-type: none"> Ask the children to draw a map of their route from home to their classroom and describe their route to a partner. 	<ul style="list-style-type: none"> draw a map showing their route to school recognise where places are within the school 	<p>Speaking and listening: when children are speaking about their route to school and listening to their partners, encourage them to use questions and words that trigger questions and help the speaker to add detail to their account <i>eg Where do you cross the road?</i></p>
What can we see in the streets around our school?			
<ul style="list-style-type: none"> to recognise some of the physical and human features in their locality to understand some of the ways in which the features are used 	<ul style="list-style-type: none"> Show the children pictures of the locality, ask them to group them into sets, <i>eg far and near</i>, buildings and features, and place them in the sequence they are seen on the route to school. Help the children to identify what individual buildings are used for and ask them to annotate correctly the map they have drawn. 	<ul style="list-style-type: none"> identify a clear sequence of features seen on their route to school use correct vocabulary to describe features 	<p>Literacy: these activities offer children opportunities to use correct vocabulary (see vocabulary section) and to begin distinguishing between nouns and adjectives.</p>
What are our immediate surroundings like?			
<ul style="list-style-type: none"> to describe the features of the local environment to express views on the features that changes occur in the locality 	<ul style="list-style-type: none"> Walk the children around the local area to identify the main features and changes that are occurring. Ask the children to complete a simple questionnaire to rate the quality of the features and to present the findings in a suitable way, <i>eg chart, graph, poster or similar</i>. Ask the children to sketch or photograph a range of attractive and unattractive places and locate these on a large-scale map. Discuss with the children their favourite place seen on the walk and ask them to write about it, explaining what makes a 'nice' or 'nasty' place. Divide the children into pairs and ask them to identify a route around the area that visitors could follow to give them a good idea of the character of the place. 	<ul style="list-style-type: none"> use a range of words and pictures to show their views on the quality of the environment know about changes in their locality 	<p>Design and technology: observing houses and homes in the local environment and drawing examples of different types of building (Unit 1D).</p> <p>History: work on homes in the locality (Unit 2).</p>
What jobs do people do in our locality?			
<ul style="list-style-type: none"> to identify some of the uses of land and buildings in their locality to understand that these uses are linked to the work people do 	<ul style="list-style-type: none"> Walk the children around the local area, asking them to observe, record and take photographs of the different uses of land and types of buildings. With the children's help, draw a large transect diagram of the route taken, and annotate it with photographs and suitable captions. Discuss with the children the jobs that might exist in the area visited. Visit a local place of work, <i>eg a shop or office</i>. Find out the number of people working there and the type of jobs carried out. 	<ul style="list-style-type: none"> recognise that different places in the area support different kinds of work 	<p>Literacy: when children are annotating the transect diagram there are opportunities to discuss the function of labels, <i>eg to remind or to describe</i>, and how they are composed. The labels could be used as a source for reading in subsequent literacy hours.</p> <p>World of work: discussing types of jobs.</p>
How do people spend their leisure time?			
<ul style="list-style-type: none"> about the need for leisure activities and the types of facilities available 	<ul style="list-style-type: none"> With the children's help, design and carry out a survey of how they, their parents, other adults and friends spend their leisure time. With the children's help, use local maps, photographs, including aerial photographs, and leisure advertisements in local newspapers to plot local recreational facilities on a base map. 	<ul style="list-style-type: none"> know that a local area may have a variety of leisure facilities know that local leisure facilities depend on people to support them 	<p>Citizenship: considering how people use local facilities links to ideas of community.</p>
Are there any changes taking place in our area?			
<ul style="list-style-type: none"> how places change for better or worse over time 	<ul style="list-style-type: none"> Discuss with the children the changes they have noted during their work on the area. With help from the children, make a list of them and mark them on a large map of the area. Take photographs of the changes to form a historical record that future classes can use when looking at how the area has changed. 	<ul style="list-style-type: none"> realise that the process of change is continuous and happens in most places develop their understanding of chronology 	<p>Literacy: when listing changes children can learn about the purpose of lists and how they are constructed and organised, <i>eg by using numbers, using a title</i>.</p> <p>History: the sequence of change in the area links to the idea of chronology.</p>
<p>Where teachers want to shorten the unit, the sections under the questions in the more lightly shaded bands are those that may be omitted.</p>			<p>SAFETY – All off-site visits must be carried out in accordance with LEA and school guidelines.</p>