

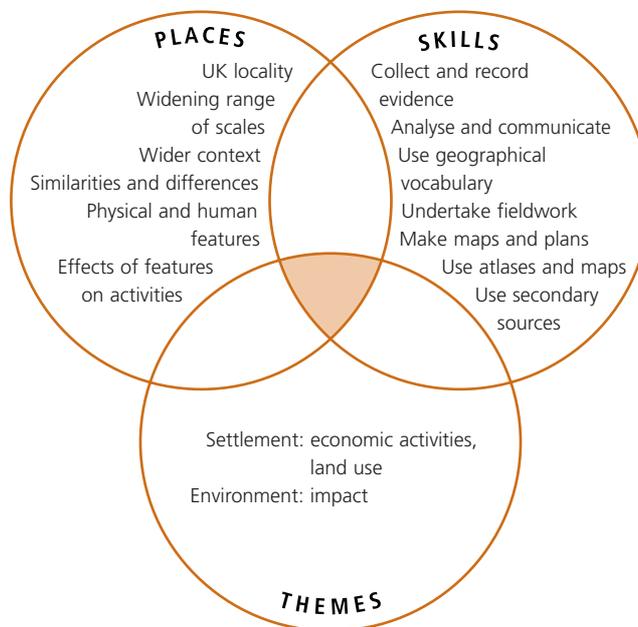
## Unit 13 A contrasting UK locality – Llandudno

### ABOUT THE UNIT

This is a 'long' unit in which children study a locality in the UK that contrasts with their own area. This unit is based around a residential fieldtrip to Llandudno because the school that devised it organises a regular school trip there. **However, most of the teaching ideas could be applied to any locality.**

In addition to the specific links indicated in the points to note section, residential fieldwork offers many opportunities for spiritual, moral, social and cultural development.

The unit offers links to literacy, mathematics, speaking and listening, environmental education and the world of work.



### VOCABULARY

In this unit, children are likely to use:

- location, route, network, distance, direction, grid reference, settlement type, economic activity, buildings, landscape, leisure, seaside resort, beach, coast, sea, physical, human, land use, features, traffic, vehicles, compass

They may also use:

- primary, secondary, tertiary

### RESOURCES

- Ordnance Survey maps, street maps and base maps of Llandudno
- atlases
- photographs and brochures of Llandudno
- sketching pencils
- coloured pencils
- a stopwatch
- clipboards
- a camera
- a dictaphone or tape recorder

## PRIOR LEARNING

It is helpful if the children have:

- investigated the local area and other localities within the UK and overseas, as in 1, 6, 8 and 10, for example
- started to develop a range of geographical skills
- started to develop key geographical concepts – location, connections, similarity and difference, change, place/environment, patterns and processes

## EXPECTATIONS

**at the end of this unit**

*most children will:*

describe the physical and human features of the place studied and understand how the mix of these features helps to explain its character;  
draw out similarities and differences between places and begin to understand links between them;  
offer appropriate observations about locations and the patterns made by physical and human features;  
recognise human processes and begin to understand how they can change the character of a place;  
recognise and describe how people can improve or damage the environment;  
use confidently a full range of skills and different kinds of maps and resources to undertake some independent investigations and some planned by the teacher

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

describe the main physical and human features of the place studied and begin to offer reasons for the distinctive character of a place;  
draw out similarities and differences between places;  
begin to explain 'why things are like that', referring to physical and human features of the landscape;  
identify how people affect the environment;  
use a range of skills and different kinds of maps and resources to undertake investigations planned by the teacher

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

understand the importance of location in understanding places and offer explanations for patterns of physical or human features;  
recognise and describe how people can improve or damage the environment;  
describe different approaches taken to environmental management;  
use confidently a range of skills and different kinds of maps and resources to undertake a range of independent investigations in addition to those planned by the teacher

## FUTURE LEARNING

Children may extend their knowledge and understanding of different places and build on their geographical skills by studying other types of localities, *eg mountains in Unit 15* and comparing them with their local area.

The unit also provides a foundation for studying settlement, either later in the key stage or in key stage 3.

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
<p>CHILDREN SHOULD LEARN</p> <p>CHILDREN</p>			
<p><b>Where is Llandudno?</b></p>			
<ul style="list-style-type: none"> <li>to investigate places</li> <li>to use geographical questions</li> <li>to develop awareness of how places relate to each other</li> <li>to use and interpret atlases and maps</li> </ul>	<ul style="list-style-type: none"> <li>Divide the children into small groups and ask them to locate Llandudno and their school on maps and atlases, noting the position of Llandudno within the wider rail, road, route context. Identify and discuss with the children differences and similarities in the location of the two places.</li> <li>Ask the children to plan the best route to Llandudno (using criteria agreed by the group), noting the distance, direction, co-ordinates, settlements and economic activities passed on the way.</li> </ul>	<ul style="list-style-type: none"> <li>locate Llandudno and the school on a map</li> <li>identify similarities and differences in locations of Llandudno and the school</li> <li>draw a map to show a route from the school to Llandudno</li> </ul>	
<p><b>What do we expect Llandudno to be like?</b></p>			
<ul style="list-style-type: none"> <li>to use secondary sources</li> <li>to use geographical vocabulary</li> <li>to identify main physical and human features</li> </ul>	<ul style="list-style-type: none"> <li>Divide the children into small groups and ask them to use secondary sources to brainstorm their expectations of Llandudno using the following headings: buildings, landscape, economic activity and leisure.</li> </ul>	<ul style="list-style-type: none"> <li>use secondary sources to predict what Llandudno will be like, noting main human and physical features</li> </ul>	<p>Literacy: through this unit children could revise techniques for generating ideas in discussion, <i>eg brainstorming</i>. They can also learn about approaches to organising ideas, <i>eg identifying headings, grouping according to sets of characteristics or criteria</i>.</p>
<p><b>What is Llandudno actually like?</b></p>			
<ul style="list-style-type: none"> <li>to develop the use of fieldwork skills</li> <li>to identify main physical and human features</li> <li>to collect, record and analyse data</li> <li>to identify land use</li> <li>to develop an awareness of economic activities</li> </ul>	<ul style="list-style-type: none"> <li>Take the children to a good viewpoint and ask them to draw field sketches, facing different directions (use compasses). Ask the children to note the main features of the physical landscape and human activity.</li> <li>Divide the children into small groups and ask them to carry out a land use survey of the main street, recording their findings on a base map with a colour-coded key they have devised. Ask them to complete a tally chart of land use.</li> <li>Discuss with the children different types of buildings and different types of jobs.</li> <li>Ask the children to list the types of economic activity in Llandudno and categorise them as primary, secondary and tertiary – ‘take it’, ‘make it’, ‘sell it’. Ask the children to decide which economic activity they would most like to be involved in (this could be compared with data from own locality).</li> </ul>	<ul style="list-style-type: none"> <li>draw field sketches that show the main features of the locality</li> <li>understand and identify main land uses (industry, housing, farming etc)</li> <li>devise and use a key for a map</li> <li>know and understand the differences between primary, secondary and tertiary activities and identify examples of these activities in the field</li> </ul>	<p>To answer the main enquiry question, focus activities on specific questions, <i>eg What are the main human and physical features and land uses? What do people do here? What are the main economic activities here? What proportion are primary, secondary and tertiary?</i></p> <p>Speaking and listening: when children are surveying land use they can learn about a staged approach to planning, <i>eg anticipating possible outcomes of activities and making plans accordingly, reviewing and modifying plans, identifying next steps</i>. They can be encouraged to reflect on the use of talk in the planning process.</p> <p>World of work: types of job and economic activity.</p>
<p><b>Why is Llandudno like this?</b></p>			
<ul style="list-style-type: none"> <li>how people affect the environment</li> <li>how the features of localities influence the nature and location of human activities</li> <li>to use and interpret maps and plans</li> <li>to make maps</li> </ul>	<ul style="list-style-type: none"> <li>Divide the children into small groups to complete a traffic survey at a busy and a quiet time. Ask the children to decide how to record and present their data. Discuss with the groups their findings and parking problems.</li> <li>Ask each group to investigate the sea front and pier, sketching the buildings and noting the types of buildings. Ask them to take photographs and make notes on what people do here.</li> <li>Discuss with the children how the features of Llandudno affect the nature and location of human activities in the town.</li> </ul>	<ul style="list-style-type: none"> <li>devise and use their own field techniques to carry out a traffic survey</li> <li>understand problems associated with a seaside resort</li> <li>begin to understand how features of the locality influence human activity</li> </ul>	<p>To answer the enquiry question, focus activities on specific questions, <i>eg How busy are the roads at particular times? Why? What is the land used for here? What do people do here?</i></p> <p>Mathematics: the traffic survey provides opportunities for work on classifying, representing and interpreting data.</p> <p>Environmental education: work on the effect of traffic on noise and pollution.</p>
<p><b>What does it feel like to be here?</b></p>			
<ul style="list-style-type: none"> <li>to appreciate the quality of an environment</li> </ul>	<ul style="list-style-type: none"> <li>Sit at a viewpoint or on the beach in silence. Ask the children to use their senses to help them to jot down words and phrases to describe how they feel. Use a dictaphone to tape what is heard. On return to the field centre ask the children to draft, illustrate and publish sensory poetry.</li> </ul>	<ul style="list-style-type: none"> <li>develop an awareness of the quality of the environment and further develop their sense of place</li> </ul>	<p>Literacy: the children could produce their poem from their notes, <i>eg by using a model to suggest a format or approach</i>. They can revise and improve their ideas, <i>eg after reading them aloud to an audience</i>.</p>
<p><b>What are the main similarities and differences between our locality and Llandudno? Why are the places like they are?</b></p>			
<ul style="list-style-type: none"> <li>to understand similarities and differences between places</li> </ul>	<ul style="list-style-type: none"> <li>Ask the children to review and begin to explain the main similarities and differences between their own locality and Llandudno.</li> <li>Divide the children into small groups and allocate a different theme to each group <i>eg land use, economic activity, buildings</i>. Ask each group to present and analyse their main findings and draw comparisons with their own local area.</li> <li>Produce a class book about Llandudno that can be shared with other classes in the school.</li> </ul>	<ul style="list-style-type: none"> <li>review their fieldwork experience and reflect on what they have found out and how it has affected their initial thinking</li> <li>understand similarities and differences between Llandudno and their local area</li> </ul>	
<p><b>SAFETY</b> – All off-site visits must be carried out in accordance with LEA and school guidelines.</p>			