Unit 19 How and where do we spend our time?

YEAR 4

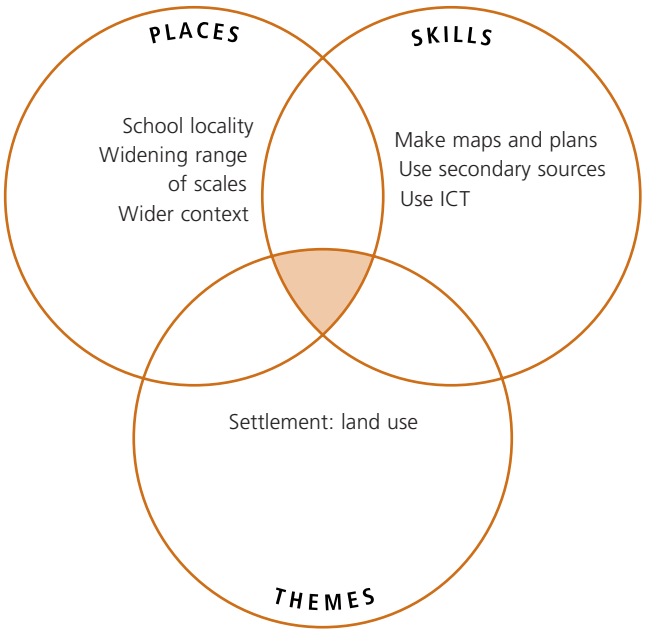
ABOUT THE UNIT

This is a 'short' unit. It makes the link between how and where children spend their leisure, recreation and working time. In doing so, it develops the theme of settlement within the school's local area.

The unit focuses on:

- the skills associated with the design and implementation of a local survey
- developing a range of mathematical skills to collate, interpret and present findings

The unit offers links to mathematics and IT.



VOCABULARY

In this unit, children are likely to use:

- leisure, recreation, hobby, amenity, environment, service industry, route, network, distance, direction, time distance, domestic, average, fraction, decimal, microclimate

They may also use:

- words associated with the features of their locality

RESOURCES

- maps of the local area

PRIOR LEARNING

It is helpful if the children have:

- investigated aspects of their locality and completed an environmental survey
- used a variety of maps and photographs and made a variety of graphs and charts using number calculations
- studied the effect of weather on human activities

EXPECTATIONS

at the end of this unit

most children will:	describe the range of features of localities studied; begin to offer reasons for the distinctive character of different places; refer to situation and weather when comparing local amenities; offer appropriate observations about individual physical and human features in the environment
some children will not have made so much progress and will:	begin to recognise contrasts in individual features in the locality; express their own views about the amenities in their local environment; undertake simple tasks using maps, diagrams and other sources as demonstrated by the teacher
some children will have progressed further and will also:	show greater independence in using a range of skills to develop an investigation of this kind; apply the methods learned to a wider investigation; develop understanding of leisure and recreation at scales beyond the local area, *eg regional, national, international*

FUTURE LEARNING

Children may build on their understanding of leisure, recreation and lifestyle when studying people and places beyond their locality. They may also become increasingly independent in organising their enquiries.

They will continue to develop their mathematical skills when collecting, sorting, analysing and presenting geographical information in number form.

Ref: QCA/98/253

LEARNING OBJECTIVES CHILDREN SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES CHILDREN	POINTS TO NOTE
What did we all do last week?			
• to distinguish between leisure, recreation and work • to decide what evidence to collect and how to answer questions	• Discuss with the children, and create a list of, different ways they spend their time. With the children's help, divide the activities into categories, *eg sleeping, watching television, playing, school.*	• classify types of activity relating to work, leisure and recreation	Mathematics: this activity provides opportunities for children to quantify, sort, order and present number data.
How can we make a survey of what we did?			
• to undertake an investigation • to gather their own evidence to inform their studies	• With the children's help, devise a questionnaire to identify the time spent on the main activities and where these took place.	• devise a questionnaire	
What do the results mean?			
• to analyse and communicate their findings	• Ask the children to collate the whole class data, calculate the time spent on each category, work out average times and convert to decimals and fractions. • Ask the children to decide on the most suitable methods of tabulating results and then draw summary tables of the data.	• calculate and tabulate whole class data	Mathematics: children will use numbers and number systems.
Where did we spend our leisure time?			
• to study aspects of their own locality and to investigate local places, • to become aware of how places fit into a wider context • to make plans and maps using symbols and keys	• Ask the children to map the locations of the places where they spend time, *eg their homes, school, park, leisure centres, clubs,* and to calculate distances and mean distances travelled. The children could use mapping software to produce their maps.	• draw a map to scale, with symbols	Mathematics: children will use position and direction, carry out calculations and handle data. IT: use of mapping software.
How do we spend our time?			
• how the weather affects human activities • to use ICT to handle data	• Ask the children to use the spreadsheet or graphing package, present the data graphically and discuss the outcomes. Discuss with the children the notions of work, recreation and leisure, and the effect of weather on activities, and draw conclusions. • Ask the children to write about how they spend their time compared to others in the class.	• use ICT to represent data graphically	IT: these activities can be linked to IT when children use different types of software to present their results (Unit 4D).
			For further information on linking geography to mathematics, see 'Focus on numeracy', issue 34 of *Primary Geographer* (The Geographical Association, July 1998)