

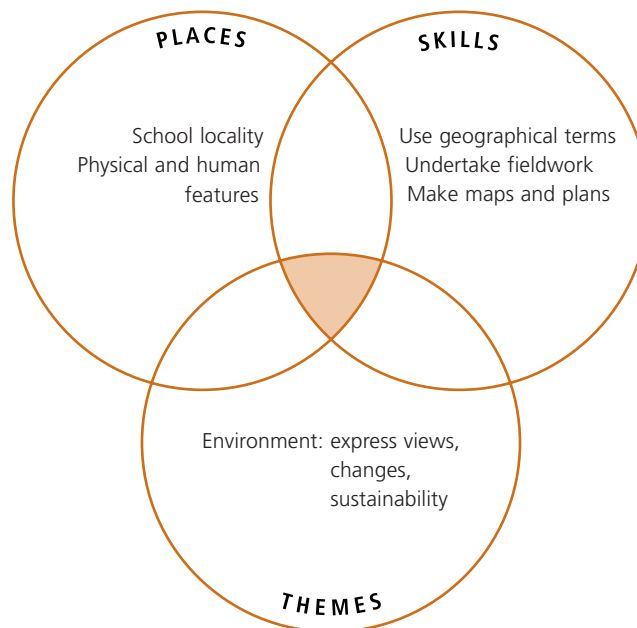
Unit 2 How can we make our local area safer?

ABOUT THE UNIT

This is a 'short' unit. It asks children to investigate a local issue common to most schools – parking. It involves children in observational fieldwork, which leads to a simple decision-making exercise about improving the quality of their immediate environment.

It is a useful unit to study in a term when another subject area is the main curriculum focus and therefore the time available for geography is significantly reduced.

The unit offers links to speaking and listening, IT, music, science and citizenship.



VOCABULARY

In this unit, children are likely to use:

- traffic, survey, busy, quiet, street, parking, yellow lines, pedestrian crossing, council offices

They may also use:

- cycleway, pavement, frequency

RESOURCES

- fieldwork visit
- photographs of the local area
- simple graphing software or spreadsheet
- street plans

PRIOR LEARNING

It is helpful if the children have:

- studied the school grounds in some detail, as in Unit 1, for example
- carried out a general study of their local streets, as in Unit 1, for example
- carried out a variety of small-scale surveys in school and know how to draw some conclusions

EXPECTATIONS

at the end of this unit

most children will:

carry out a small local survey and draw some specific conclusions from the evidence they find;
discuss ways of tackling the parking issue in their locality

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

show a more limited range of ideas for improving the parking in their locality

some children will have progressed further and will also:

transfer the ideas and investigations to other locations, eg *their home streets*

FUTURE LEARNING

Once the children have mastered the techniques of identifying and recording evidence in an objective way, they will be able to look at issues like traffic, pollution or litter in a wider area such as the local town or a suburban area.

Aspects of the settlement theme recur throughout key stage 2; see Units 6, 8 and 9.

| LEARNING OBJECTIVES | POSSIBLE TEACHING ACTIVITIES | LEARNING OUTCOMES | POINTS TO NOTE |
|--|--|---|---|
| CHILDREN SHOULD LEARN | | CHILDREN | |
| Is our school on a busy road? | | | |
| <ul style="list-style-type: none"> about the character of a place to ask geographical questions geographical terms | <ul style="list-style-type: none"> Discuss with the children what makes a busy or quiet road. Arrange for the children to complete a simple traffic survey on the road outside the school. With the children's help, label a wall display of photographs of the road outside the school to show aspects related to traffic, <i>eg road signs, road markings</i>. Ask the children to think about their own road at home and decide whether it is quieter or noisier than the school road. Encourage the children to think up their own questions about traffic around the school. | <ul style="list-style-type: none"> identify the nature and character of a road in relation to traffic ask questions about roads and traffic compare different roads | <p>Speaking and listening: class discussions provide opportunities to reinforce geographical vocabulary and conventions for discussions, <i>eg taking turns, listening to others' suggestions</i>.</p> <p>Music: children could focus on noise and sound providing links to music.</p> |
| Is parking a problem? | | | |
| <ul style="list-style-type: none"> to carry out a small-scale investigation about parking in the local area | <ul style="list-style-type: none"> Discuss with the children what makes a 'fair' test in a survey, <i>eg times, frequency, place</i>. With the children's help, design and carry out a survey of the numbers of cars parked in the street. Ask the children to present the results as a graph, using simple graphing software, and analyse them. Ask the children to consider questions like: <i>Are the parked cars there all day? Where do people go when they park their cars?</i> | <ul style="list-style-type: none"> organise a 'fair' survey and use ICT to record their findings, with the help of their teacher discuss their findings and make some simple observations about them | <p>Science: these activities could be linked with science by revising the concept of a 'fair' test and the way in which bias may occur (Unit 1B).</p> <p>IT: there are opportunities to link with IT when children use simple graphing software (Unit 1E).</p> |
| How is parking controlled? | | | |
| <ul style="list-style-type: none"> to observe, recognise and describe the main ways in which parking is controlled to undertake simple mapping tasks | <ul style="list-style-type: none"> Discuss with the children the ways in which parking is controlled <i>eg yellow lines, pedestrian crossings, 'lollipop' men or ladies, clearways</i>. Visit the road outside the school and ask the children either: to record on a map the various ways used to control traffic; or to observe the parking controls and then on return to the classroom draw a map from memory to show the observations. Discuss with the class the accuracy of the two methods. | <ul style="list-style-type: none"> recall information about the road from memory record information accurately on a plan or draw a mental map to show specific information | |
| How could the area be made safer for pupils? | | | |
| <ul style="list-style-type: none"> to express views about making an area safer to recognise ways of changing the environment | <ul style="list-style-type: none"> Ask the children to identify methods of making an area safe, <i>eg cycleways, pavements, fencing, no parking zones, road signs, pedestrian crossings</i>, and to think about how the school grounds and other streets they know are made safe. Ask the children to make use of all the evidence they have collected (photographs and survey results) to write a letter to the transport department at the local council to ask about the possibility of a safety feature, <i>eg a pedestrian crossing, being constructed</i>. | <ul style="list-style-type: none"> identify a variety of solutions, including drawing on experience in other areas use a variety of evidence from different sources to present a case in the form of a letter | <p>Literacy: children's letter writing could be supported with the use of a writing frame or pattern, <i>eg I think there should be a ... because ...</i></p> <p>Citizenship: writing to the council will introduce children to how decisions about the local environment are made.</p> |
| <p style="text-align: right;">SAFETY – All off-site visits must be carried out in accordance with LEA and school guidelines.</p> | | | |