

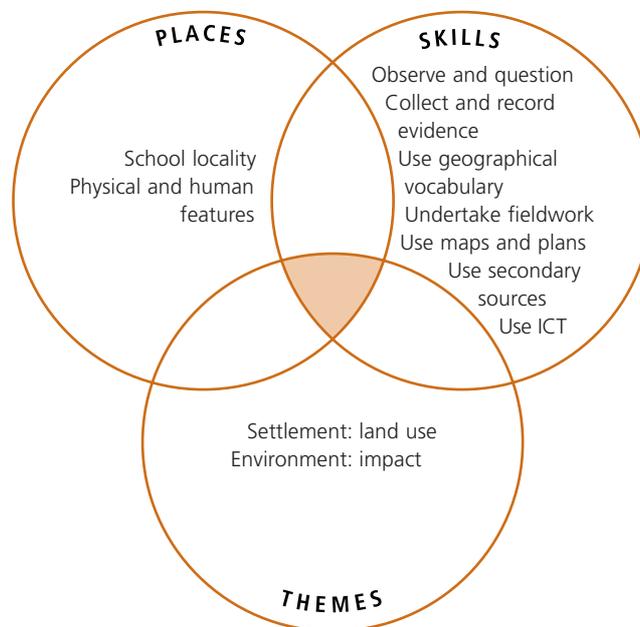
Unit 21 How can we improve the area we can see from our window?

ABOUT THE UNIT

This is a 'long' unit which shows how geography can be linked with work on language. It is based on a book called *Window* by Jeannie Baker, but there are many other story and picture books that can be used in a similar way.

The teaching ideas show an alternative approach to the locality study presented in Unit 6 'Investigating our local area'.

The unit offers links to literacy, IT and environmental education.



VOCABULARY

In this unit, children are likely to use:

- land use, change, features, environment, landscape, settlement, houses, shops, roads, gardens, transport, cars, lorries, motorbikes, woodland, trees, hills, water, river, wildlife

They may also use:

- conservation, urban, rural, environmental quality, environmental change

RESOURCES

- Window* by Jeannie Baker
- colour OHTs of selected pages
- word-processing and spreadsheet software
- photographs of the view from classroom window
- poster paper
- a camera
- a large-scale base map

PRIOR LEARNING

It is helpful if the children have:

- investigated the local area as in Unit 1, for example
- started to develop a range of geographical skills
- started to develop some key geographical concepts – location and place/environment

EXPECTATIONS

at the end of this unit

most children will:

describe the main physical and human features of places using appropriate geographical terms;
make simple observations about where and what things are; express their own views about the physical and human features of the environment; show a developing ability to ask and respond to geographical questions;
use maps and secondary sources

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

describe the main features of places;
ask and respond to questions about places, based on their own observations and information provided by the teacher;
use simple maps and secondary sources

some children will have progressed further and will also:

describe a range of physical and human features of places using appropriate geographical terms;
begin to explain 'why things are like that', referring to physical and human features of the landscape;
begin to account for their own views about the environment;
show a developing ability to suggest appropriate geographical questions;
use a range of sources and skills when undertaking an investigation

FUTURE LEARNING

Children may extend their knowledge and understanding of different environments through other locality studies, *eg Units 10 and 13*, and develop their understanding of environmental quality and change through further investigation of issues in the local area, *eg Unit 8*.

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
What is the view from the window in the book like? How does the view change?			
<ul style="list-style-type: none"> to observe and ask about geographical features to use geographical vocabulary to use secondary sources 	<ul style="list-style-type: none"> Talk about the book with the children, preferably showing colour OHTs of selected pages. Ask the children about changes they can see and how the boy might be feeling about what he can see through the window. 	<ul style="list-style-type: none"> identify change and describe how the boy might be feeling 	Literacy: through this activity, children can develop their use of descriptive language.
What are the main features?			
<ul style="list-style-type: none"> to identify physical and human features to use geographical vocabulary to use secondary sources to identify land use how people affect the environment 	<ul style="list-style-type: none"> Divide the children into small groups. Give each group colour copies of three or four pages of the book. Ask the groups to record the main features in each view and note changes between views. Ask them to 'write the story' for their series of pictures, focusing on change, land use and what it would feel like to be there. Produce a whole class display showing the children's text, which could be word-processed, alongside the illustrations or produce a 'class book' using copies of the pictures and children's suggested text. 	<ul style="list-style-type: none"> identify main land uses and changes 	Literacy: during this work, children can learn about techniques for generating ideas and suitable words and phrases, <i>eg brainstorming</i> . They can also be encouraged to experiment, <i>eg with writing patterns</i> , to organise ideas into coherent text. IT: if children word process text this work could link to IT (Unit 2A).
What is the view from our window like?			
<ul style="list-style-type: none"> to ask and respond to geographical questions to use geographical vocabulary to identify physical and human features 	<ul style="list-style-type: none"> Divide the children into small groups and ask them to look through the classroom window. Provide each group with a photograph of the view on large poster paper. Ask the children to record what they can see, noting any changes between the photograph and the 'view today'. Ask the children to record any questions they might have about the view. 	<ul style="list-style-type: none"> recognise and record main features of the view suggest their own questions about the view 	To answer the enquiry question, focus activities on specific questions, <i>eg What are the main features? What is the land used for? What changes have occurred? Why have the changes occurred?</i>
What do we want to find out about the area we can see through our window?			
<ul style="list-style-type: none"> to ask and respond to geographical questions to collect evidence to answer questions to use fieldwork skills to identify physical and human features to use ICT to handle data 	<ul style="list-style-type: none"> Discuss with the children what they want to find out about the area through the window, focusing on key questions raised by groups. Prompt children into thinking about why features are located where they are. Take the children to explore the area that can be seen from the window, focusing on selected features. Arrange for the children to record what they see and discover, <i>eg as photographs, as field sketches, in writing</i>. Help the children to use spreadsheets to classify, store, retrieve and sort data, and to interpret the results produced. 	<ul style="list-style-type: none"> address enquiry questions in the field by collecting different forms of information and evidence 	To answer the enquiry question, focus activities on specific questions, <i>eg What are the key features? Why are they where they are?</i> The questions that children noted when looking at the view could also be added. IT: use of spreadsheets (Unit 5D).
What have we found out from our fieldwork?			
<ul style="list-style-type: none"> to analyse evidence, draw conclusions and communicate findings to identify physical and human features 	<ul style="list-style-type: none"> Enlarge a photograph of the view from the classroom window and ask children to prepare annotations, identifying the questions they asked and describing their main findings from their fieldwork. Produce a class display of the enlarged photograph with annotations and the field sketches, other photographs and evidence collected during the field visit. 	<ul style="list-style-type: none"> relate main findings from fieldwork to the questions raised 	Literacy: links with work on note making, <i>eg identifying four or five important points in a text</i> .
Where exactly are the features we can see? In what ways is the view different at night or during different seasons?			
<ul style="list-style-type: none"> to use and interpret maps and plans to use secondary sources to identify physical and human features 	<ul style="list-style-type: none"> Include a relevant section of a large-scale base map as part of a display and ask the children to identify the key features they saw on the enlarged photograph and locate them on the map. Provide photographs of the view during different seasons and at night. Ask the children to identify the changes. 	<ul style="list-style-type: none"> locate main features on a large-scale base map identify change using photographs 	
What is the quality of the environment like here? How does this place make us feel at night or in the day?			
<ul style="list-style-type: none"> how people affect the environment 	<ul style="list-style-type: none"> Divide the class into small groups and ask them to open and look through the window, thinking about what they can see, hear and smell. Ask them to note any words that come to mind; these could be used later to write simple poems. Some children could use photographs of the view at night as a stimulus for poetry. 	<ul style="list-style-type: none"> show increasing awareness of environmental quality and how people affect the environment 	Literacy: if children write poems about the view, they could be encouraged to draft them first, listing words and phrases to describe the scene. They could also use similes and metaphors to make comparisons.

LEARNING OBJECTIVES

POSSIBLE TEACHING ACTIVITIES

LEARNING OUTCOMES

POINTS TO NOTE

CHILDREN SHOULD LEARN

CHILDREN

What will the view be like in the future?

- to speculate about how places may change

- Ask the children to draw what they think the view will be like in the future. Add these drawings to the wall display.
- Talk to the children about their hopes and fears for the place.

- envisage how their area may change in future

Environmental education: this work can link to assessing environmental quality and responding to the environment.

If the view from the classroom window is unsuitable, a different window within the school, or a window elsewhere, *eg in a church or at the top of a tall building* could be used.

SAFETY – All off-site visits must be carried out in accordance with LEA and school guidelines.