

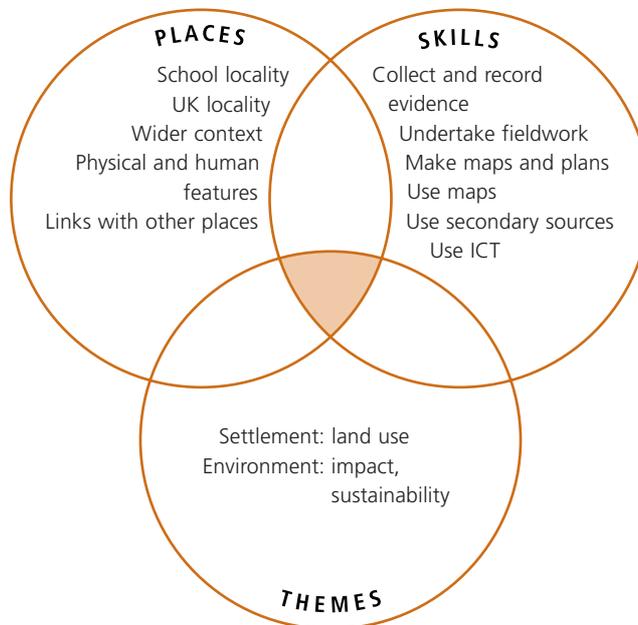
Unit 6 Investigating our local area

ABOUT THE UNIT

This is a 'long' unit, in which children develop geographical ideas and skills by studying their own locality. **The unit is based on a village in Surrey, but the teaching ideas can be applied to most localities in the UK.** They could also be extended or adapted to encompass different themes, eg *weather, microclimates, rivers, water features*.

The unit can be shortened into a medium unit by leaving out one or both of the sections marked. The first three sections make a coherent unit, but may need some form of concluding activity.

The unit offers links to literacy, IT, environmental education and the world of work.



VOCABULARY

In this unit, children are likely to use:

- hamlet, village, town, city, settlement
- north, south, east, west
- route, scale, distance, direction, key, symbol
- homes, shops, roads, services, factory, buildings, transport, land use
- environment, repair, damage, pollution
- slopes, valleys, streams, soil

They may also use:

- words specifically associated with the locality
- words relating to the main physical and human features, land uses and occupations in the locality

RESOURCES

- globes
- local maps eg *street maps*
- Ordnance Survey maps scale 1:10,000 or 1:25,000
- aerial and ground photographs
- outline plan of settlement based on oblique aerial view
- atlases
- database or graphing software
- questionnaires and worksheets

PRIOR LEARNING

It is helpful if the children have:

- investigated the school buildings and grounds using plans and photographs
- investigated some basic features of their locality, as in Unit 1, for example
- drawn their own maps of how they get to school, as in Unit 1, for example
- considered routes around the school and made a simple land use map of the school and its grounds
- taken part in a simple environmental improvement programme in the school grounds, including an evaluation of the likes and dislikes of the grounds and possible improvements

EXPECTATIONS

at the end of this unit

most children will:

describe a range of physical and human features of their locality;
use appropriate geographical terms;
offer appropriate observations about locations and patterns in the area;
identify how people affect the environment and recognise ways people try to manage it for the better;
use a range of secondary sources and first-hand enquiry

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

respond to questions about where things are;
ask and respond to questions about places and topics using information provided by the teacher;
undertake simple mapping tasks demonstrated by the teacher

some children will have progressed further and will also:

use confidently a wider range of fieldwork and map skills;
begin to appreciate the importance of location and offer explanations for physical or human features;
ask their own questions and set up simple tasks to seek answers

FUTURE LEARNING

This unit provides a base from which children can extend their concept of **settlements**, at other scales, as in Unit 7, for example, and in other contexts, eg Units 7 and 9, and **environment**, eg Unit 8.

Children can also develop their fieldwork skills, see Unit 8, and their mapping and enquiry skills in all subsequent units.

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
<p>CHILDREN SHOULD LEARN</p>			
<p>Where is the locality in relation to other places? Where is our school?</p>			
<ul style="list-style-type: none"> to investigate places about the wider context of places to make maps and plans to use and interpret maps 	<ul style="list-style-type: none"> Ask the children to locate the UK on a globe and then, on progressively larger scale maps, to locate region, county, village. Ask the children to find the school site on a map and aerial photographs of the village. Ask them to give directions from the school to specific points in the village, recording their directions on a map and identifying features in sequence. 	<ul style="list-style-type: none"> locate their village and school on maps at a range of scales plan routes around the village on a base map 	
<p>What is the village like?</p>			
<ul style="list-style-type: none"> about physical and human features about land use in settlements to use and interpret maps to use secondary sources 	<ul style="list-style-type: none"> Help the children to match ground photographs of the main human and physical features to a base map of the village, naming features and listing questions for further research. Produce a class word bank. Ask the children to study an oblique aerial photograph of the village. Ask them to use the word bank to identify the main land uses and features and then label an outline plan showing key land use boundaries. Discuss with the children the layout of the settlement and reasons for why it is like it is. 	<ul style="list-style-type: none"> identify main human and physical features of the village develop awareness and understanding of land use in the village 	<p>To answer the main enquiry questions, focus activities on specific questions, eg <i>What are the main physical and human features? What are the main land uses? Why is the village like this?</i></p> <p>Literacy: the work on the word bank can be linked to ongoing work on collecting and categorising vocabulary.</p>
<p>What are the main land uses in the village?</p>			
<ul style="list-style-type: none"> to collect evidence to use fieldwork techniques about physical and human features about land use in settlements to use ICT to handle data 	<ul style="list-style-type: none"> Before finding out about the land use in the village, ask the children how they think land use can be recorded. In the field, divide the children into pairs. Ask each pair to identify land use, eg <i>houses, shops, roads, services, farm land</i>, within a small area of the village and mark it on a base map using a colour-coded key. In class, collate the children's results and ask the children to present their results using ICT, eg <i>in databases, as simple graphs, as simple pie charts</i>. Discuss the findings with the children and relate their findings to the land use plan of the village produced earlier. 	<ul style="list-style-type: none"> identify and understand different land uses record land use on a map using a key present findings using ICT 	<p>IT: these activities can be linked to IT when children use different types of software to present their results (Unit 4D).</p>
<p>What jobs do people do? How do they get to work? What services do nearby settlements provide?</p>			
<ul style="list-style-type: none"> to collect and record evidence about how the locality is linked with other places to use and interpret maps 	<ul style="list-style-type: none"> With the children's help, design and conduct a class survey to identify adult jobs within and beyond the school. List the jobs and ask the children to sort them into categories and investigate where and how far people travel to work. Ask the children to use a map or atlas to list three or four nearby towns that villagers could use to buy certain goods, eg <i>furniture, clothes</i>. Ask them to use an Ordnance Survey map to work out how they would get to these places and to produce a map describing the route they would travel to buy a pair of trainers. 	<ul style="list-style-type: none"> classify types of work understand the relationship between work and travel describe a journey, including the route and type of transport draw a simple map to show a route 	<p>World of work: when children discuss types of jobs, location of jobs and travelling to work.</p> <p>Literacy: the children can consider the different formats used for recording information, eg <i>lists, charts</i>, when they identify and categorise types of jobs.</p>
<p>What changes have taken place in the village?</p>			
<ul style="list-style-type: none"> to use fieldwork techniques to use secondary sources about environmental impact about sustainability 	<ul style="list-style-type: none"> Ask the children what happened to the bridge in the village in autumn 1997 (the main recent change in the village) and consider why it happened. Ask the children to study photographs of the old bridge and label problems, eg <i>cracking arches</i>. Discuss with the children why these problems occurred. Discuss photographs of the 1997 bridge repairs and visit the bridge to identify improvements. Discuss with the children other potential environmental concerns in the village and how they might be addressed. 	<ul style="list-style-type: none"> identify damage to the environment describe improvements to the environment know about other environmental concerns and how they might be addressed 	<p>Environmental education: use of an issue or event of note to stimulate investigation.</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>