



About the unit

This is a 'long' environmental geography unit. In it, children use the school buildings, grounds and immediate locality to investigate environmental issues and improvements. It encourages children to become actively involved in improving their local environment. The end of unit expectations are largely drawn from Geography Unit 8 and there are clear links to Unit 21.

Relevant cross-curricular links can be made to design technology, art, environmental education, citizenship and there are clear links to English, notably speaking and listening.

This plan describes the first half of a two part project which aims to help young people understand how people affect the environment and how people, i.e. they themselves, can participate in the change process and help to bring about improvements to their own environment.

The second part of the project involves working with an artist to help realise ideas and to bring about a real change to an identified plot within the school grounds.

Key aspects

Geographical enquiry and skills

Pupils will:

- ask geographical questions
- appreciate values and attitudes
- use geographical vocabulary
- use local maps and plans
- use secondary evidence
- draw plans
- collect, record and present evidence
- analyse evidence and draw conclusions
- experience decision making

Knowledge and understanding of places

Pupils will:

- locate places and environments in the school grounds and local area
- describe physical and human features
- investigate change in places

Knowledge and understanding of patterns and processes

Explored through:

- land-use in the school grounds (settlement)

Knowledge and understanding of environmental change and sustainable development

- environmental change and management
- sustainable development

Expectations

At the end of this unit

most pupils will: begin to account for their own views about the environment, recognising that other people may have reasons for thinking differently; identify how people affect the environment and recognise ways in which people try to manage it for the better; ask and respond to geographical questions while undertaking tasks set by the teacher, offering their own ideas appropriate to the situation; use a range of simple equipment, maps and resources to carry out tasks supported by the teacher

some pupils will not have made so much progress and will: express their own views about the environment and begin to recognise that some people think differently; identify how people affect the environment; use simple maps and secondary sources; ask and respond to geographical questions while undertaking tasks set by the teacher

some pupils will have progressed further and will: begin to account for their own views about the environment; identify and explain the different views held by people about an environmental change; describe different approaches to managing the environment; draw on their own knowledge and understanding and awareness of topical matters to suggest geographical questions/enquiries; use a wide range of equipment, maps and resources to carry out independent investigations and tasks supported by the teacher

Prior learning

It is helpful if pupils have:

- investigated the school buildings and grounds and immediate locality, as in Units 1 and 6, for example
- started to develop a range of geographical concepts, *eg location, place, environment*

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- environment, issues, environmental quality, community, litter, derelict, planning, land use, change, features, landscape, settlement, houses, shops, roads, gardens, woodland, trees, hills, water, river, wildlife

They may also use:

Conserve/ conservation, urban, rural, environmental quality, environmental change

Resources

Resources include:

- Activity sheets that were used with this planning can be found on the Wakefield VLE (Virtual Learning Environment): <http://www.wakefieldinset.wakefield.yhgfl.net/mydesktop> (you will need to type in your school password to access this website). It is intended that these resources will also appear on the Geographical Association web-site
- Historical OS maps (try your local planning department or the Local Studies Library or your County Archives)
- Large scale maps of your school grounds – we used OS 1:300 scale from our local planning department
- Photographs of the school and grounds

Future learning

Children can extend their knowledge and understanding of environmental change and issues by studying local issues in depth, *eg*

Unit 12 or 20

Links

The activities in this unit link with:

- Developing, planning and communicating ideas (NC Design & Technology - KS2)
- QCA Unit 6 Citizenship – Developing our school grounds
- QCA Unit 3c Art & Design - Can we change places? (Exploring and developing ideas) and Unit 4b – Take a seat
- Speaking and Listening

LEARNING OBJECTIVES PUPILS SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES PUPILS	POINTS TO NOTE
Myself and my community - Getting to know you			
<ul style="list-style-type: none"> to enable the children to get to know their visitor to help the visitor understand the children better and make them feel valued as people 	<ul style="list-style-type: none"> Getting to know you – a valuable activity when introducing a new visitor/practitioner to the class group Ask your visitor to introduce themselves: <ul style="list-style-type: none"> What I really enjoy doing What I'm good at What I really love Ask the children to repeat this activity for their visitor – showing the same three aspects of themselves 	<ul style="list-style-type: none"> Introduce themselves, on paper to their visitor, through drawing and writing i.e. respond to the three ideas 	
Introduction: How can we set about improving our school grounds?			
<ul style="list-style-type: none"> to establish a pre-view of what the children feel about their school grounds to introduce the 8 point framework for changing places 	<ul style="list-style-type: none"> Challenge – 5 ideas in 5 minutes: ask the children to communicate their ideas in words OR in words and images OR in images (adapt for children who find writing difficult). Share the 8 Point Plan for Changing the School Grounds with the children so that they can see the 'big picture' of what they will be working on. 	<ul style="list-style-type: none"> express a view on an environmental issue and justify it 	<ul style="list-style-type: none"> The 5 Things ... Challenge sheet and the 8 Point Plan can be found in the resource section
How has my place changed over time?			
<ul style="list-style-type: none"> to gain a sense that places, including their own community, are changed by people over time to use large scale OS maps 	<ul style="list-style-type: none"> Give the children different maps of their own locality – both historical and today. The children compare a map of their locality, e.g. <i>from 1933</i> with one from today. This forms a very useful way of asking children to begin to think about their community. <ul style="list-style-type: none"> What is here now? Where do you live? What was here before the school was built? When were all of the houses built? 	<ul style="list-style-type: none"> identify 5 things that you can see on your map talk to a partner about what you can see on the map identify (3) main land uses and changes 	<p>EXTENSION ACTIVITY Use an activity from 'Values and Visions' to get the children to think about the different kinds of communities they are part of:</p> <p>Values and Visions A handbook for primary teachers ...offers a framework and a range of practical activities for clarifying values and articulating a vision in order to build schools in which people matter. Manchester DEP (1995) http://www.leedsdec.org.uk/resourcesprimarycitizenship.htm http://www.dep.org.uk/projects/vandv.htm</p>

How well do we know our school grounds?			
<ul style="list-style-type: none"> recognise and record the main features of the school grounds 	<p>Getting to know our school grounds - Space & Place</p> <p>Choose four sites that you will visit in the school grounds. Develop activities that you can try at different places. You might select from:</p> <ul style="list-style-type: none"> Interesting shapes and forms Seeing – Far, Near and Really Close Touching – How does the surface feel? Finding the focal point of a space – relax, breath out slowly, look slowly to left and right – where does your eye want to stop? <p>You will probably want to repeat the same activity at each site to enable children to make comparisons when they come back into the classroom. <i>E.G which site had the most interesting shapes? Where did we find the most satisfying textures?</i></p> <p>Record your findings onto a pre-prepared map of the school grounds.</p>	<ul style="list-style-type: none"> identify and record main features of the view in their booklet as a small group, record their feelings/ findings about different places in the school grounds 	<ul style="list-style-type: none"> The selected activities are taken from a booklet called: Space & Place, available from the Building Connections web-site and published by The Lighthouse, Scotland's Centre for Architecture, Design & the City: http://www.buildingconnections.co.uk/curriculum/contents.htm
Can we create a map that represents how we feel about our school?			
<ul style="list-style-type: none"> to represent our feelings on a plan map of the school to gain a sense of how the map represents the reality of what is on the ground 	<ul style="list-style-type: none"> Children walk around the school with their teacher, stopping at different places around the school to record their feelings about that place on the map. They record by means of symbols how they feel about the school grounds. 	<ul style="list-style-type: none"> express a view on their school environment and justify it create a plan map to represent how they feel about different places in school 	<ul style="list-style-type: none"> Further information about emotional mapping/ the mapping of feelings can be found on the Geographical Association website: http://www.geography.org.uk/projects/valuing_places/cpdunits/messymaps/
Can we construct a model of our school and grounds?			
<ul style="list-style-type: none"> to gain a sense of how the map represents the reality of what is on the ground. 	<ul style="list-style-type: none"> On a base map of the school (we used a 1:300 map obtained from our planning department) construct a model of the school using strips of card. Children observe the features carefully and create a pencil drawing of the different outside walls of the school building. Alternatively, use small margarine containers and other found objects to create a non-scale model on a suitable base-board. 	<ul style="list-style-type: none"> create a model of the school that can be placed on top of a plan view create a detailed pencil drawing of each side of the school building 	<p>A model of the school and grounds can help children to visualise the reality behind the map – a parent volunteer might help to create such a model.</p> <p>http://www.communityplanning.net/methods/method100.htm</p> <p>Planning for Real Community Pack Neighbourhood Initiatives Foundation. 1999</p>

AUDIT: The good the bad and the ugly – What are our favourite/ least favourite places in the school and grounds?			
Activity 1: Environmental Appraisal			
<ul style="list-style-type: none"> to encourage the children to think carefully about their school environment to try different kinds of surveys and become aware that different kinds of surveys can give different results 	<ul style="list-style-type: none"> Give out 4 X A5 copies of the environmental appraisal sheet (see example in the resources section), for children to record their feelings about four different places in the school. (These four places were selected by the teacher.) Walk around the school grounds together, stopping at the four designated places. (Use the same places as those used for the first sensitising walk.) Tally and graph the results. Draw conclusions. 	<ul style="list-style-type: none"> Make a pictogram, where the symbol represents several units. OR Answer a question or solve a problem by interpreting a bar chart with the vertical axis marked in multiples of 2, 5, 10 or 20. Identify different viewpoints and feelings 	<p>The tallying could be an active and kinaesthetic learning opportunity where the children stand at different places in the classroom to represent each of the faces. The instructions would be something like:</p> <ul style="list-style-type: none"> Stand on the left side of the room if you think this is a good place for ... (i.e. the smiley face side), Stand on the right side if you think this is a bad place for... (i.e. the glum face) Stand in the middle of the room if you think it is simply OK (i.e. neither good or bad).
AUDIT: What do people think about our school and grounds?			
Activity 2: A questionnaire			
<ul style="list-style-type: none"> to encourage the children to think carefully about their school environment to try different kinds of surveys and become aware that different kinds of surveys can give different results 	<ul style="list-style-type: none"> Prepare a questionnaire (Better Places example is provided in the resource section). Ask your children to complete the questionnaire in pairs and then to add two more questions of their own. Tally and graph the results. Draw conclusions. Carry out the questionnaire with other groups of children and adults in the school. Compare results. 	<ul style="list-style-type: none"> Make a pictogram, where the symbol represents several units. OR Answer a question or solve a problem by interpreting a bar chart with the vertical axis marked in multiples of 2, 5, 10 or 20. Identify different viewpoints and feelings 	<ul style="list-style-type: none"> The children's answers were duplicated, cut up and sorted into sets of the same question. This meant that one pair of children could tally the answers for one question only.

AUDIT: How do people use our school and grounds?			
Activity 3: Year 4 Undercover			
<ul style="list-style-type: none"> to encourage the children to think carefully about their school environment to try different kinds of surveys and become aware that different kinds of surveys can give different results 	<p>The children's activity sheet set out the following information:</p> <p>Already we have spent time looking at, exploring and mapping the school and the grounds.</p> <p>Now we need to find out what other people do and how they use the school grounds.</p> <p>But we can't let them know what we are doing, we must become ... YEAR 4 UNDERCOVER!</p> <p>Your mission is to spy on your schoolmates and report your findings back to the group.</p> <p>Your work may take you into dangerous places, and it may require you to give up a little of your own time.</p> <p>You need to decide on the ideal spying location and then record everything you see.</p> <p>You may even be spying on yourself!</p>	<ul style="list-style-type: none"> record information and evidence from the survey Identify different viewpoints and feelings 	<ul style="list-style-type: none"> The children were allowed to choose their own targets to observe (<i>classmates, children from other year groups, teachers and themselves</i>); the locations they observed them in (<i>playground, field, hall, moving around the school to get their lunch</i>) and their method of recording (<i>using a line drawing to show someone's path around the playground, writing a list, using a table, notemaking etc.</i>)

ANALYSE: What conclusions can we draw from our different investigations into peoples views about or use of the school grounds?			
<ul style="list-style-type: none"> to solve a problem by collecting, organising, representing, extracting and interpreting data in tables, graphs and charts become aware that different kinds of surveys can give different results 	<ul style="list-style-type: none"> Class discussion to draw conclusions from the analysis of the data and what the different kinds of audit are telling you about people's views. 	<ul style="list-style-type: none"> discuss an issue in an informed way using a range of evidence arrive at an informed view about the issue are aware of the range of views that people hold about the issue 	<ul style="list-style-type: none"> Examine the graphs produced from the different audits and discuss what these tell us about the appropriateness of the locations for different purposes and people's opinions of/feelings about the school grounds. Give the children time to look through their folders of work and remind themselves of the activities they have done. Use these questions as a focus for discussion. What positive and negative features can they identify for the chosen locations? Which location would be the most appropriate for change? What do they feel is lacking in their school grounds?

LEARNING OBJECTIVES PUPILS SHOULD LEARN	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES PUPILS	POINTS TO NOTE
How Do Architects And Designers Help To Change Places?			
<ul style="list-style-type: none"> • that places change over time; • that people change places to try and make them better for the people who live there; • that the people who help to bring about those changes, architects, town planners, project managers etc., carry out surveys of what a place is like now and consult with people about how they want their place/ town to be in the future; • that we (as members of the public) can become involved in consultation about those changes. 	<p>Starter Activity: How do architects/ designers think that Castleford (the town) could be changed?</p> <ul style="list-style-type: none"> • Nine square (PowerPoint presentation) - the children chose which square to look at on a hyper-linked presentation. Nine children came out to the front and other children told them which number to choose. • I then talked to each of the different images about some of the ideas the architects have planned for Castleford. <p>Investigate the Aerial Photograph</p> <ul style="list-style-type: none"> • The Challenge – write down `5 things in 5 minutes' that you can spot in the photograph <p>Guided writing activity – The Changing River Area of Castleford</p> <ul style="list-style-type: none"> • Show the PowerPoint slide show for the writing activity ... Once there was ... Now there is ... One day there might be ... • Develop writing based on sense impressions 	<ul style="list-style-type: none"> • are aware that particular groups of people have some responsibility for improving environments • In their writing demonstrate that they recognize ways that Castleford has changed/ is changing 	<ul style="list-style-type: none"> • The Nine Square PowerPoint Presentation is too large to be displayed on the web. It is specifically focused on the changes that are taking place in Castleford (if you require a copy please contact Wendy North wnorth@wakefield.gov.uk) • Examples of the Nine Number Picture Board can be found on the Staffordshire website: http://www.sln.org.uk/geography/visual.htm
How might we change our place?			
<ul style="list-style-type: none"> • to draft out their ideas for changing the school grounds on a 2D plan • to re-create their design for the playground on a paper plate using modelling dough or coloured paper. 	<ul style="list-style-type: none"> • The children choose a place in the school grounds that they want to change and produce their own designs on paper for the space. • Two groups – one to use modelling dough and the other coloured paper (which can be cut up and re-assembled to form elements of the design) • Demonstrate techniques for making the paper more rigid before setting the group to work. 	<ul style="list-style-type: none"> • appreciate the need for improvement in some places • envisage how their area may change in future 	<p>NOTES - The children came up with some pretty wild and expensive suggestions and I wondered if I should have restricted this activity more. We decided that one way of getting children to modify their wild and extravagant plans was to build in some kind of `costings' game (still to be developed).</p>
What changes will be recommending for our school grounds?			
<ul style="list-style-type: none"> • to present information to an adult audience about the Changing Places project 	<ul style="list-style-type: none"> • Presentation of findings, ideas and models for school governors and parents. 	<ul style="list-style-type: none"> • information is clearly sequenced, relevant details are included and accounts ended effectively 	<ul style="list-style-type: none"> • This was set up in the school hall and the children began by describing the process they had been involved in to the gathered audience. This was followed by an opportunity for visitors to talk with the children and to look more closely at the model environments the children had created.
<p><i>The second phase of this project involved an artist who helped the children to develop their ideas for making changes. She then went away and drew up plans for the project that could be implemented. We will need to find additional funding to help make those plans become a reality.</i></p>			