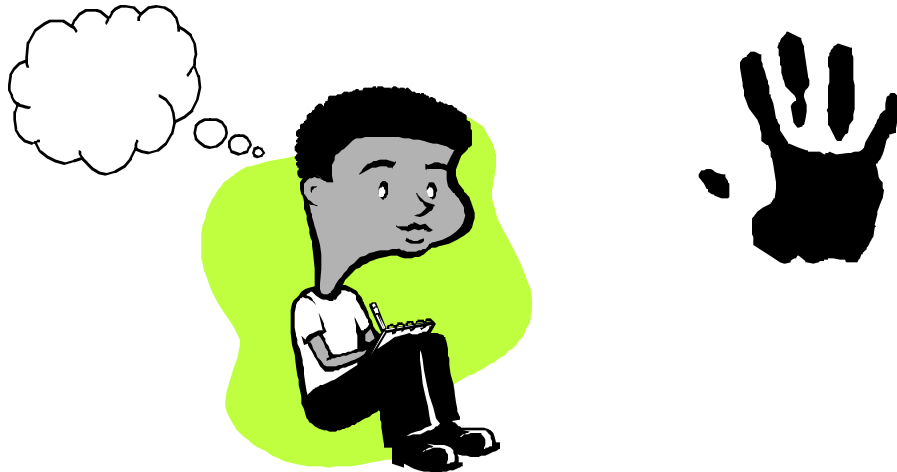


KS1 - Knowledge and understanding of environmental change and sustainable development

5. Pupils should be taught to:
- recognise changes in the environment [for example, traffic pollution in a street]
 - recognise how the environment may be improved and sustained [for example, by restricting the number of cars].

What questions about the environment can we ask about our locality as we walk around?

What do we think/ feel about this place?



How have people changed the environment?

- Have people dropped litter?
- Have people neglected the wildlife area and let it become overgrown?
- Have people planted bulbs to make the area more attractive or shrubs to attract butterflies?

How have people made this environment a better place?
















How can we manage to keep this environment safe for the future?

- What have people done to our locality to improve it?
- How can we make it better still?
- How can we persuade people not to drop litter?
- How can we help to ensure that our locality is a pleasant place to be?

What is this place like?

During your street walk ask your children to complete an environmental appreciation sheet.

Name _____ Date _____

Is this a good or bad place?	Good	_____	Bad
to play			
for danger from traffic			
for litter			
for noise			
to live in			

Why do you think this?

KEY STAGE & Foundation Stage

Making Maps & Plans

USING PICTURES & STORIES IN GEOGRAPHY - Mapping a Story

OBJECTIVES

- use geographical terms, (vocabulary)
- make maps and plans of ... imaginary places, using pictures and symbols,
- use secondary sources to obtain geographical information.



RESOURCES

'Rosie's Walk' by Pat Hutchins - Picture Penguins. ISBN 0-14-050032-4

Some children's stories lend themselves particularly well to being used in mapping activities with younger children. Rosie's Walk has been widely used for this purpose, but there are many others equally as good.

- See '**Day 3 Rosie's Walk** - in '**Geography Starts Here**' by Angela Milner. GA 1994, ISBN 0 948512 72 5. And:

ORGANISATION

Whole class introduction. Individual or small group activity.

ACTIVITY

1. Read the story to the children. As the story is told build up a 3D map to represent the place depicted in the story. Wooden blocks, model buildings, attribute blocks, etc., could all be used to do this. The children can be involved in the process through taking turns to help build up the map.
2. Try to recall with the children what each of the blocks represents. If difficulties are encountered re-read the story. The message to be gained here is that we need some kind of representation or key to help us to remember. Replace the blocks with picture images.
3. Make a list of the geographical vocabulary connected to this book.
4. Read the story again, can the children produce their own picture map of Rosie's walk?
5. Set out the blocks, model buildings etc. so that individual or small groups of pupils can recreate the 3D map in activity time.

DEVELOPMENT

Try again using another story, e.g. '**Going Shopping**' by Sarah Garland, Puffin, ISBN 0-14-050450-8

Can the children make up their own story map?

KEY STAGE 1

Developing a picture book of your local area

OBJECTIVES

- Use secondary sources, i.e. photographs, pictures and written information to develop an understanding of the physical and human features that give the local area its character.
- Use maps and pictorial information to investigate local features. Develop geographical vocabulary in relation to the local area.

RESOURCES

- Aide-memoire from this pack - 'Which of these features do you have in your local area?'
- Photographs or drawing of a variety of geographical features within your locality.
- Local street map
- Information about the area.

ORGANISATION

Teacher activity - resource preparation.

ACTIVITY

1. Make a list of places within your own locality that show the variety of geographical features that your area has to offer. (see aide-memoire 'Which of these features do you have in your local area?')
2. If possible take photographs of these locations. (Alternatively, ask your pupils to produce a drawing for each site.)
3. Identify between 8 and 12 places that you could visit as part of a walk.
4. Produce a sketch map to show your route (alternatively, mark your route on a local street map).
5. Prepare a simple story-board to record a first draft of your ideas.
6. Use the photographs and your own words to create a simple information book about your own local area. This could be colour photocopied to provide additional copies for your classroom.

DEVELOPMENT

Walk the route with your class. Ask them to write the commentary.

Alternatively involve them in the planning and preparation of the book.

KEY STAGE I

Develop a story-board for the local area
