

ST. HUGH'S CATHOLIC PRIMARY – GEOGRAPHY MEDIUM TERM PLANNING

Mrs Garcia, Mrs Pallister and Mrs Rutherford – Years 1 & 2

Big question: What makes our school special? Why do people like to live in the Birchwood area?



Basic geographical knowledge

- 1) **Location and position of country to the equator:** Children can locate Birchwood, Lincoln, which is in the county of Lincolnshire in the country of England which is in the UK located above the equator. Reference to children's general knowledge and building on from previous years, they can name the 7 continents and oceans and understand their position in relation to the equator.
- 2) **Location of Birchwood and Lincoln:** Children can name and locate their school and local area. They can use compass and maps to assist them locating key human and physical features in school and the local area.
- 3) **Climate/Weather:** Children understand that the UK has seasons, and the climate and weather are determined by the seasons. (Reference to location of England and UK in relation to the Equator - counties further up North as they are further away from the equator, weather and climate will be wetter and colder.)
- 4) **Bordering countries:** Reference to children's general knowledge and building on from previous years learning if applicable that children will recognise that England is part of the UK and that England borders with Scotland, Wales and Northern Ireland.
- 5) **Prior learning & skills:** Children write down initial ideas/prior learning related to the unit of work, as well as what they would like to know.
- 6) **At the start of each lesson:** Before the start of every lesson there is a recap of key points from the previous lesson, secure links are made as to how the next lesson which is about to commence links to the previous lesson and enhances the children's deeper understanding of their learning.
- 7) **Misconceptions:** misconceptions are addressed throughout lessons as and when needed.
- 8) **Assessment of learning:** Assessment of learning is on going throughout the lessons, both in verbal and written understanding as well as a quiz at the end of the unit of learning to address gaps in the children's learning and address any misconceptions.

LEARNING CHALLENGE	KEY KNOWLEDGE AND SKILLS	POSSIBLE ACTIVITIES	KEY VOCABULARY
1) Where do I live?	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> • Develop a knowledge of the location of significant places in the context of their own locality. • Understand where they live in the local area. • Be able to write their own address and explain what each line shows. • Recognise 3 familiar places in their local area and tell their learning partner the school address in the right order. • Use an Ordnance Survey map/aerial photo or digital technology to identify where they live and to plan a route. 	<p>Capturing prior knowledge: As a start to the topic – discuss the big questions: What makes our school special? Why do people like to live in the Birchwood area? And record comments and knowledge of prior learning. Children then offer their thoughts and ideas about what they would like to know about their school and local area – again this is recorded on a KWL grid and stuck in the children’s book along with the knowledge organiser which is also discussed and explained at the start of the topic after the KWL has been completed.</p> <p>KWL to be completed as a whole class for year 1 and individually for year 2.</p> <p>Prior learning: Children will have a simple understanding of familiar places and environments through the EYFS ‘Understanding the world’ area of learning. Pupils may have some experience of using ICT to support their geographical understanding in the EYFS.</p> <p>Where Do I Live? Show children the photographs of the local area of Birchwood. Listen to discussions for knowledge of the local area. What do these photographs show? Where</p>	<p>Special Birchwood Area prior learning</p> <p>Where, local area, photograph, address, observe, look, near, far, passport, distance.</p>

have these photographs been taken? Are these places near/far from school/home?

Share ideas and record about the local area. Assess previous knowledge through asking key questions: What do we know about where we live? What types of buildings are there? What types of places do we know about? How could we find out more about where we live? Encourage discussion about land use including housing, shops, leisure, farming, industry/factories, schools, open spaces and any relevant landmarks. Children contribute ideas and write them in their books.

What Is an Address? Explain the purpose of an address and model what each line shows using the school address to demonstrate. Children practise sharing their own address in order with their partner. Discuss the importance of not sharing your address with everyone. Talk about when you should and should not give out your address. Explain that St Hugh's Primary School – our school is located in the Birchwood area Show ariel view of school on map and plot a route from one house to school. Getting children to use positional language to describe the route from the house to school.

Task: Model how to use the differentiated Passport Template. Children create an individual passport to show their own information about where they live. Discuss the use of a Passport. What is a passport? What information does it contain? What does a passport allow you to do? Show a real-life passport to demonstrate.

LA: Children complete passport with simple information and picture support with adult support.
MA: Children complete passport with simple information working independently.
HA: Children add their school and home address including listing three places near where they live

Map Skills: Explain what an OS map is or an ariel view prior to activity. Using a large-scale OS map/ariel map of the local area; children pinpoint the road/street they live in possibly using a ^{OB} photograph of themselves or their name and plot a route to school (be careful of data protection policy). As a class, identify who lives the nearest/furthest from school. Please take phot of each child's route to school and stick in their books.

Challenge:

- 1: Can children think of any well-known addresses of book characters/famous people/historical figures? e.g., 10 Downing Street, The Post Office, Isle of Struay Katie Morag.
- 2: Map from memory! Children could draw a simple sketch map of their local area including places relevant to them.
- 3: Using half a photograph of a place/landmark in the local area- children draw and colour the remaining half, observing the picture closely.
- 4: Children use the Internet (Google Maps/Street view, Up my Street) or a GIS Mapping program to search for their home address. Can they look at different views of their house (aerial, side, plan) and print out a map for their passport.

<p>2) How can an aerial photo help me locate features in my classroom in my school?</p>	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> • Use simple observation/fieldwork skills to study the immediate surroundings in the context of pupil's own locality. • Understand what our classroom looks like. • To use plan perspectives to recognise human/physical features. • Use arial photographs to assist them understanding their location. • Describe 3 (or more) features of their classroom. • To work co-operatively (together) as a group to make a 'Messy Map' of our classroom using different materials. • Describe and understand what 'aerial view' means and find key features on an aerial view photograph. 	<p>Recap of prior learning: Recap over key points of previous lesson children and how this lesson links and goes into further detail about our school. Children should be familiar with the layout of the classroom and can name/label some of the key areas within their classroom environment. Children will also have some experience of making simple observations from the EYFS Understanding our world. Then begin to discuss key question "How can an aerial photo help me locate features in my classroom?"</p> <p>Compass Time! Introduce and explain compass directions (4 points: NESW) and the purpose of a compass. Model how to use a compass. Ask questions to assess what children know already about compasses: What is a compass? Why do we use a compass? Who might need to use a compass? Children take turns to observe a compass and practice moving it to find different directions. Children to think of a mnemonic to remember the 4 points of a simple compass (NESW).</p> <p>Compass Directions: Display the Compass Display Posters around the hall/playground/classroom. Children move around the room to the correct direction by listening to commands. E.g., Move to North, tiptoe to South, walk sideways to West. Vary the instructions and ways children move to the correct location. Assess understanding of direction through visual assessment.</p>	<p>Compass, 4-point, direction, North, East, South, West, plan, observe, aerial view, key, title.</p>

What Is an Aerial View? Define and explain aerial view (birds eye view) using the human and physical photographs in the Lesson Presentation. What does the photograph show? What do you notice? Where do you think this photograph was taken?

Spot the Difference! Ask children to spot the differences between the front facing London photograph and the aerial photograph of London. Highlight the differences and clarify any misconceptions.

What Is an Aerial Plan?

Task:
Show the picture of an aerial plan of the classroom and highlight the key features. Plan view, colour, title and you could include use of a key. What do you notice about the plan? What features (special things) can you see? How could we draw a plan? Why might a plan be useful?

LA: Children create a 'Messy Map' of the classroom. (A Messy Map is a 3D representation of a place/area) children use a variety of art and junk modelling materials, allowing the children's creativity to flow!

MA: With assistance create an aerial plan of the classroom, including the key features such as a carpet area, tables/chairs, reading area, whiteboard; demonstrate with assistance use of a title, key and colour code.

HA: create an aerial plan of the classroom, including the key features such as a carpet area, tables/chairs, reading area, whiteboard; teachers' desk and roleplay area. Independently use a title, key and colour code.

		<p>Challenge:</p> <p>1: Children talk through their messy maps and aerial plans. Children ask questions about the maps. Can children identify differences, similarities, what equipment or colour has been used to represent significant features of the classroom? Observe questions asked.</p> <p>2: Children self-assess their own maps deciding on two aspects of their map they are pleased with and something that could be improved.</p> <p>3: Use compasses to hold a treasure hunt around the classroom or school grounds.</p>	
<p>3) Where is our school and key school landmarks located?</p>	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> • Understand sense of place in relation to home and school in the context of children’s own locality/school. • Locate our school and key human and physical features on a map of our local area. • Locate) the school on a street map using ICT and I can describe 3 places/ buildings which are nearby. • To compare distances and understand where home and school are. 	<p>Recap of Prior Learning:</p> <p>Children should be familiar with simple features of their school environment and should be able to comment and ask questions about aspects of their familiar world. Children should be beginning to understand basic geographical vocabulary related to lessons 1 and 2. Explain to children that this lesson builds upon the previous lesson as we are now moving out from our classroom to our school, key areas within the school, dining hall, prayer room, playground, prayer garden etc.</p> <p>Address Jumble: Give children the lines of the school address. Children work independently to sequence and order the lines of the address on the envelope and stick in books). Look for children who can independently order the address accurately. Children take it in turns to check each other’s address format.</p>	<p>Compass, 4-point, direction, north, east, south, west, plan, observe, aerial view, key, title.</p>

Maps: What is a map? What different maps can we use? How do we use a map? Listen to children's prior knowledge and understanding of maps.

A World Map: Maps for Transport: Ask: What type of map is this? Can you describe what you can see? When might you use this map? (Discuss the purpose of using the different types of maps with the children)

Our School: How can we find our school on a map? Use Google Maps to model how to locate the school on a street map. (If Google Maps is not available, use a large street map to show the key features with children gathered round a group table as a whole class exercise). Pinpoint key features or landmarks of the surrounding area e.g., local park, football ground, Birchwood leisure centre, shops. Model how to change from a street map to Google Street View. What differences do you notice between the street map and a street view of an area?

What Are the Special Things about Maps? Listen to discussions and check how many features children can name before revealing the answers.

Task:

HA/MA/LA: Where Is Our School? Children work in mixed ability pairs to use a web-based map program such as Google Maps/Digi Maps to locate St Hugh's school and label key human and physical geographical features, car park, playing field, vegetable plots, prayer garden. (Google Maps web link will need to be saved as a 'favorite' in order for pupils to find the webpage easily). Support given for LA.

		<p>Challenges:</p> <p>1: Children write or draw answers on whiteboards. Can you name 2 features of a map? Did you find the school on a map with your partner? Can you write or draw 3 places that are nearby?</p> <p>2: Using the printed maps, children locate their home address, say whether it is near or far from school and pinpoint 2 (or more) significant places relevant to them E.g., friend's house, leisure centre etc.</p> <p>3: Print out pictures of the school and use them to stick onto blank postcards. Children write for a purpose as a literacy activity, explaining all about their school. Postcards could be sent home, to a local school or a partner school in another country. Children could practice writing the receiving address as an extension.</p> <p>4: Children could take photographs of the school environment, inside and out, then write captions for each photograph. Small snapshots of the school building could be taken then put together to make a photo collage of the whole school!</p> <p>5: Look at various photographs of the school from past and present. In pairs, children discuss what they can see, what they think about the picture, what it makes them feel, they can then draw the photograph as a picture from memory.</p>	
<p>4) To use fieldwork to draw a map of our school.</p>	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> • Use simple fieldwork and observation skills to study the school in the context of the children's own locality/school. • Observe (look at) the school environment. 	<p>Recap of Prior Learning:</p> <p>Children will have some experience of making simple observations from the EYFS Understanding our World. Children will be familiar with the school environment and be able to name features of the school. Children</p>	<p>Aerial view, plan, label, key, title, fieldwork, observe, map,</p>

	<ul style="list-style-type: none"> • Devise a simple map and use basic symbols in a key. • Draw a simple map and label it accurately. • Identify 3 areas in my school by using an aerial plan. • Work together with a partner on a fieldwork walk, using my senses to observe different things in school. • Draw an aerial plan/map of the school using a key, labels, colour and a title. 	<p>should begin to ask geographical questions and comment about familiar places. Recap on key points from previous lesson and explain that this lesson will build upon the previous lesson and that now we have located key landmarks in our school using an aerial photo, we are now going to use our geographical and exploring skills to explore the school.</p> <p><u>Messy Maps/aerial maps Revisited:</u> Using the photographs of the children's messy maps/aerial maps taken in lesson 2. Children talk through and label the photos in groups reminding themselves with key features of their classroom (E.g., chairs, tables, whiteboard, carpet area, trays).</p> <p><u>What Does Our School Look Like?</u> Children to conduct simple fieldwork developing their observations skills around the school environment inside and outside.</p> <p><u>Key questions:</u> What is fieldwork? What things might we do on a fieldwork walk? What could we observe in our school? Children discuss and talk contributing to different features of the school they could observe. Share ideas and record. Look at a photo or hand drawn picture of the classroom/outside field etc. and highlight the key areas, inside and outside, E.g., classrooms, playground, school field.</p> <p><u>Using Our Senses:</u> General intro to maps and their importance. Model how to draw a map and key. Showing the Importance of maps to locate places.</p>	<p>photograph, environment.</p>
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Children walk around the school environment, observing features, use of space and engaging in teacher-led discussion about the environment. What can you see, hear, smell, touch? Why is this place important? In mixed-ability pairs, children complete an Observing My School Activity using their observation skills and recording what they see, hear, smell, touch in at least four places. Model an example using the lesson presentation. Look for children making observations using their senses and for those asking geographical questions. Children take photos at various points around the school using cameras or tablet devices to support their fieldwork.

Drawing a map of our School:

Task:

Children draw a map of the school making notes of how to get to key places in the school, they also must include the key features; symbol code, key and a title (recalling previous learning from lesson 2 and 3).

LA: Plan is already started with a key, suggestions for places to draw and a space for a title. To differentiate further children can draw a simple front facing view of the school.

MA: Plan is started with a key.

HA: Children work independently to draw their own map of the school.

Challenges:

1: Hold a Circle Time session following Circle Time guidelines to discuss what children like and dislike about the school.

		<p>2: Design and draw a new plan for a school playground; using the Internet children could research and print ideas for play equipment and record the costs for a cross-curricular numeracy lesson.</p> <p>3: Look back at historical photographs of the school or the local area; can they play Spot the Difference. How has the school changed over time? What are the new features of the school? Can they imagine what school would have been like in the past?</p> <p>4: Compose an email to the Headteacher (linking to their Computing work). Children email suggestions for improving the school environment. What do they like already? What do they dislike? How could the school environment be improved, inside and outside?</p>	
<p>5) How do you travel to school?</p>	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> • Describe the location of features and routes on a map in the context of the children's own locality/school using directional language. • To understand the route, I take to school. • To gather, present and analyse data. 	<p><u>Recap of Prior Learning:</u> Recap on previous lesson - children should be developing an understanding of their school environment from the previous lessons. Children should have a growing awareness of where the school is located and be developing some knowledge of where they live in the local area and in relation to the school. Recap on key points from previous lesson and explain that this lesson will build upon the previous lesson and that now we can locate our school on a map and understand where we live, we are now going to look at collecting data/information based on how we travel to school.</p> <p><u>How do you get to School?</u> Discuss the different methods of transport that children take to school. How do you travel to school? Can you say why you travel this way? Listen for children's responses and reasoning for methods of transport, clarify any misconceptions and extend.</p>	<p>Travel, route, transport, distance, direction, position, frequency table, past, present.</p>

		<p><u>Collection of data:</u></p> <p><u>Task:</u> LA/MA/HA: Children discuss their way of traveling to school. Begin to model how to make a whole class graph to show the different methods of transport. Children then record their findings on a graph. Which method of transport is the most popular? Children then answer the following questions: Which method is least and most popular? Are there any methods that are not used? Task differentiated according to ability.</p> <p><u>Challenge:</u></p> <p>1: Using a local street map on the computer, or a large paper version, invite two children to the board. Call out a street name/place/landmark in the local area. Children then compete against each other to see who can find it the quickest. Look for children correctly identifying places on command.</p> <p>2: Use local bus, train, tram, underground train timetables to plan a route to a place of their choice.</p> <p>3: Create a bar chart or pictogram using a computer to show the class data collected of the different ways travelled to school. Children could survey another partner, class or year group to compare and contrast results.</p> <p>4: Children use Google Street View to navigate their route to school.</p>	
6) What is our local area like and has it changed?	By the end of the lesson children will be able to: <ul style="list-style-type: none"> • Say 3 things they know about their local area. • Find 3 places (or more) on a street map 	<p><u>Recap of Prior Learning:</u> Recap from previous lesson – and about moving out from our school environment into the local area? Do any of the children know about any landmarks in the</p>	Local area, school, home, address, compass,

	<p>using computing) and say where they can be located – using directional language.</p> <ul style="list-style-type: none"> • Use compass directions to follow simple instructions on the playground. 	<p>local area or use any of the services. Children will have locational knowledge of the school environment and will be developing their understanding of the local area through their own experiences and from looking at the relationship between home and school in previous lessons. Some children may be able to apply compass directions from previous lessons and have a good understanding of map skills work. Children will be able to make simple observations about where they live and ask simple geographical questions.</p> <p>My Place in the World: To develop children’s understanding of their place in the wider world use Google Maps to locate the school, then expand the location to model how to locate the immediate locality, the town, city, county and country increasing in size of the place.</p> <p>What is our Local Area like? What is our local area called? What do you know about our local area? What do you like/dislike? Children jot down ideas or draw pictures in their books. Develop discussion about different types of land use, physical and human features of the local area using key vocabulary. Allow children to offer opinions on their likes/dislikes about the local area. Highlight any connections to other places/towns/cities connected or twinned with your own locality.</p> <p>Mapping Our Local Area: Use a large-scale street map or Internet mapping program such as Google Maps to highlight the landmarks and important places (school,</p>	<p>NESW, directions, street map, position</p>
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places of worship, shops, industry, housing, leisure facilities, open space) identified through the whole class discussion. What type of map is this? How do you know? What are the key features (special things) about maps? (Key, title, symbols, compass directions, colour code).

Model how to locate simple places, landmarks, and features on the map using different colours. In pairs, children use a laminated map of the local area and whiteboard pens to locate 5 (or more) places of their choice. Or copy of smaller map and children label key landmarks. Look for children locating places accurately and using key vocabulary in their explanations.

History of school and Birchwood area:

Children compare photos of the school past and present. Children work in pairs to spot changes and note down key similarities and differences in their books. Children shown slides of the history of St Hugh's and how it was located in the city next to St Hugh's Church on Friars Lane and how the Church sold the land for development and the school was relocated to the Birchwood area on Woodfield Avenue on part of a disused airbase.

Task:

Children use Google Maps or the Ordnance Survey Map Finder App on a tablet device to find where places are located in their local area and name these.

All children:

Children write a paragraph detailing the history of St Hugh's school and how it has changed – E.g., located

		<p>in city centre on Friars Lane, Lincoln, then moved to Woodfield Avenue on an old disused airbase.</p> <p>Children compare maps of current Birchwood area to historic area.</p> <p>LA: Complete activity sheet (with visual supports) with adult support where appropriate. MA: Complete activity sheet with adult support where appropriate. HA: Children work independently. Extended to find their own house or key places/ landmarks that are familiar to them.</p> <p>Challenges: 1: Children talk in pairs or small groups about their likes and dislikes about their local area. 2: Begin a class 'scrapbook' for children to record pictures, photographs, maps, tickets, leaflets and any interesting artefacts about their local area.</p>	
<p>7) Using fieldwork to discover and explore the local Birchwood area.</p>	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> • Follow a map of our local area using a street map. I • Use their 'looking' and 'listening' skills to record what they can see and hear in the local area. • To make informed decisions about what they like and dislike about the local area. • Draw a sketch map of the local area 	<p>Recap of Prior Learning: Recap key points from previous lesson, moving from identify key human and physical features from an aerial view map of the surrounding area to now following and using an OS map to direct us to these key landmarks.</p> <p>Children have experienced introductory fieldwork already throughout the unit of work inside the school and around the school grounds. Children will have looked at street maps and should be familiar with how</p>	<p>Fieldwork, local area, locate (find), street map, observe, record, route, safety, community.</p>

to use a simple map and the key features. Some of the children will have will be familiar with some aspects of the local area where they live through first-hand experience.

Lesson Preparation: It would be useful to decide on various 'observation points' where the class can stop, make observations, these need to be labelled on their map and discussions can be developed.

Out and About - Staying Safe: Share the fieldwork guidelines and safety rules. Discuss the importance of following the rules and expectations while out and about in the local community and add any of your own rules specific to your setting or class.

Field Trip: Before leaving for the walk around the local area, show PP to get children to discuss some of the things they think they might see – building on from last week's lesson – what landmarks did they locate.

Recap over how to use a compass - children work in mixed ability pairs quickly to follow the position and directions given by the teacher – this will help them use the compass on the field trip. Use the Compass Display Posters to label the playground/hall etc. (Most children should be able to recall compass directions and positional language. Children should know what the 4 points of a compass are. Can you remember clockwise and anti-clockwise? Model turns using children to demonstrate. **Challenge:** Can you think of a rhyme/mnemonic to remember compass directions? Look for children who can follow compass directions and instructions. (Link to math's.)

		<p>Show the fieldwork map and model how children will use the map and label/places landmarks during the walk. Also inform the children that they will be making a sketch map of the local area – please show clip to inform them of the purpose of a field sketch and how to draw one.</p> <p>https://www.youtube.com/watch?v=UhFUJkBw3kk https://www.youtube.com/watch?v=rmu_Jq2aGQs</p> <p>Give a guided walk of the local area using a compass whilst following the map – children have compasses to and record which direction they are walking down the larger of the streets or roads.</p> <p>Children also point out significant places, landmarks, human and physical features and types of land use and record these on their maps. Include on your route, where possible, the chance to see open space, businesses, facilities, places of worship and housing areas. Children then make a field sketch of the local area, ensuring it is properly labelled.</p> <p>Children could take photographs/video of key places. Could use a simple map of the local area with a fewer number of observation points and work in pairs for peer support.</p> <p>Look and listen for children making observations, asking geographical questions and using key words. Look for children who can follow their map and make appropriate labels.</p> <p>Back in classroom: Discuss with the children to reflect on their walk, what they found out and the</p>	
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		<p>observations made. Encourage children to look back at their field sketches, compass directions and annotated map that they followed with the landmarks they recorded. What did they see? What did they hear? Name 3 places that they saw. What was their favourite place? What did they like/dislike about their local area?</p> <p>Challenge:</p> <p>1: Use a collection of photographs of the locality, ask children to sort them into groups using sorting hoops and labels such as near and far, buildings, shops, countryside, housing.</p> <p>2: Use pictures of the fieldwork route, children order the route correctly, can they use key words to describe the route taken?</p> <p>3: Make a 'Messy Map' of the local area using a range of junk modelling/art materials.</p> <p>4: Children design a postcard of the local area; children could write about the features of their local area and post it home as a cross-curricular literacy activity.</p> <p>5: Look at historical maps of the locality and see if children can identify how the area has changed over time. Can children find the school on the historical map? Pin photographs of the local area to the map so as to create an historical record.</p>	
<p>8) Why would people want to in the Birchwood area? Can the</p>	<p>By the end of the lesson children will be able to:</p> <ul style="list-style-type: none"> • Use geographical vocabulary to refer to key human/physical features. 	<p>Recap of Prior Learning:</p> <p>Recap key points from previous lesson and whole unit - on the field trip – building on this, children will now begin to discuss ideas of why people would want to</p>	<p>Village, town, community, city, council,</p>

<p>Birchwood area be improved?</p>	<ul style="list-style-type: none"> • To understand ways that we can change the local area. • To ask geographical questions. • To conclude why people would live in this specific local area based on the whole unit of study. • Understanding of where they are in the wider world. 	<p>live in the Birchwood Area – e.g., lots of different types of houses, near many good schools, shops, doctors etc.</p> <p><u>My Place in the World:</u> To develop children’s understanding of their place in the wider world use Google Maps to locate the school, then expand the location to model how to locate the immediate locality, the town, city, county and country increasing in size of the place. Define the key words and develop discussion about the key features using the photographs on the PP. What do you notice about this place? Is this place smaller or larger than the local area/village/town etc?</p> <p><u>My school my community:</u> Then have a PP detailing all the key landmarks, human and physical geographical features that are in the local area (key learning from the whole unit of work featuring school and the local area) and let children makes connections between why these are good to have in a residential and local area.</p> <p><u>Task:</u> LA, MA, HA: Children then write a short report detailing why people would want to live in the Birchwood area. Differentiated accordingly for children report part populated etc. Children then add detail of how the area can be improved to their report.</p> <p><u>Improve:</u> Discuss how children think the local area could be improved. What do you like about our local area? What do you dislike about our local area? Thinking about what you dislike - how could this be improved? What things could be done? How could we</p>	<p>improve, infrastructure</p>
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		<p>make your ideas happen. Children then add improvements to their report.</p> <p>Challenges:</p> <p>1: Invite your local councillor or MP into the classroom to explain their role and for children to share their feelings about the local area, their research, suggested improvements and how this could be achieved!</p> <p>2: Arrange interviews with members of the children’s family/ local community, asking questions about how they feel about their local area. Children could design the questions and record the interviews.</p> <p>3: Conduct a traffic survey near the school. Is traffic a problem near school? How could it be improved? Children can speak to the Headteacher about their findings.</p>	
9)	Quiz – to consolidate learning and identify misconceptions and gaps in learning to be revisited.		