

How do I find out about our local area? (a facilitated enquiry)

The aim for this chapter is to widen the children's understanding from their immediate school area to a town or city or a regional perspective. This latter requirement is something new in the primary National Curriculum. It continues the progression of geographical place enquiry skills begun in Key Stages 1 and early Key Stage 2, where teacher-chosen and focused enquiries become more child-led, facilitated enquiries. This provides ample scope for learners to make choices about data-gathering methods and presentation techniques. The chapter will develop enquiry skills, particularly through the creation of maps with unique symbols as well as Ordnance Survey (OS) symbols. It is a deliberately open-ended framework for you to add elements to, which are most appropriate for your setting. The key objective is for the children to start to make judgements on the environment by collecting both number data and more qualitative data.

Chapter at a glance

Curriculum objectives

Human and physical geography

- To describe and understand key aspects of physical and human geography.

Geographical skills and fieldwork

- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Week	Objectives	Summary of activities	Expected outcomes
1	<ul style="list-style-type: none"> • To identify different points of view about a local geographical issue. • To recognise change and development in a locality and the issues it raises. • To raise enquiry questions. 	<ul style="list-style-type: none"> • Reflect upon changes in children's lives and in places. • Use maps to explore change in the locality, what the changes are and whether change is happening quickly or slowly. 	<ul style="list-style-type: none"> • Can identify and discuss a key geographical issue in the local area. • Can identify different points of view. • Can collaborate to identify an enquiry question.
2	<ul style="list-style-type: none"> • To understand how an area can be changed and improved based on case studies of other areas. • To identify sources of information for and plan an enquiry. 	<ul style="list-style-type: none"> • Consider the relative location of your locality and the types of changes taking place. • Consider change from different points of view. 	<ul style="list-style-type: none"> • Can identify sources of data/information to help answer an enquiry question. • Can plan for the collection of data/information in an enquiry team.
3	<ul style="list-style-type: none"> • To plan fieldwork and other activities with a basic awareness of risks and precautions. • To identify sources of information and data for an enquiry. 	<ul style="list-style-type: none"> • Think about suitable places for a fieldwork enquiry into a place that requires improvement. • Use an environmental index to decide on a place from a shortlist of three. 	<ul style="list-style-type: none"> • Can identify sources of data/information to help answer an enquiry question. • Can plan for the collection of data/information in an enquiry team.
4	<ul style="list-style-type: none"> • To plan for data collection in the local area. 	<ul style="list-style-type: none"> • Learn how to use a compass. 	<ul style="list-style-type: none"> • Can use a compass and know the eight points. • Can use fieldwork to observe, measure, record and present the human and physical features in the local area. • Can describe and understand key aspects of physical and human geography.
5	<ul style="list-style-type: none"> • To interpret information gathered during fieldwork. • To organise and communicate findings from a geographical enquiry using appropriate means. 	<ul style="list-style-type: none"> • Go on a field trip to investigate the chosen area. • Assess the quality of the environment using observation and the environmental index. 	<ul style="list-style-type: none"> • Can analyse and interpret information/data gathered from fieldwork/remote sources. • Can prepare information/data for presentations.
6	<ul style="list-style-type: none"> • To organise and communicate findings from a geographical enquiry. • To recognise that information can be presented in different ways for different audiences. 	<ul style="list-style-type: none"> • Think about how the area could be regenerated. • Create a poster or radio script to 'rebrand' the area. 	<ul style="list-style-type: none"> • Can create a poster or radio script about a local issue, for a specific audience or purpose. • Can share information in an appropriate format with a wider audience, including parents/carers.



Expected prior learning

- The children will now be familiar with the local area and may have been on visits to residential streets, parks, a farm and the nearest high street. They will be used to being asked questions about the environments they live in and will have used primary sources (such as people) and secondary sources (such as books, leaflets and marketing material) to answer these. They will have a developing sense of scale, which may differ depending on where the school is situated. They will have seen, used and will recognise Ordnance Survey (OS) maps and symbols.



Overview of progression

- A facilitated enquiry is agreed by the children and the teacher. It should be mainly from child elicitation that an idea for study emerges; child interests and what's in the local, regional or national news may affect this. These ideas may vary from year to year. You will also need to judge the capacity of children to research the topic and may group children based on this, guiding less confident learners more closely. There is also a clear time implication both for independent or paired research and your own capacity to engage research and the issues in the chosen location.



Creative context

- History: there are opportunities to link to local and regional history. Ask questions such as: *How long has this area been in existence? Why is it called this?* Patterns in how places come into being (settlement patterns) and become named are often buried in historical documents but bear finding out about. See week 2.
- Maths: linking local to regional geography gives us a chance to consider maps of different scales. In upper Key Stage 2 this coincides with a study of ratio: 1:25,000 and 1:50,000 scales are standard Ordnance Survey (OS) measurements that children will start to be familiar with.



Background knowledge

- This chapter is designed to give children a view on their place in the world. It will be based on previous enquiries of a focused and framed nature.
- Looking at a map will allow you and the children to see the settlements (villages, towns and cities) nearby. There are likely to be places you and the children have been, as well as those you have not heard of, where relatives live or friends live, where famous events occurred, as well as those distant places no-one knows much about.
- What is the region's boundary? Is it bordered by hills, the coast? Or is the boundary arbitrary and has it changed over time. You might want to look into government documents that show the individual boundaries. (Search online for 'Maps of local authority areas in England', and so on.)
- Key dates when changes occurred were in the 1970s and 1990s. Find out whether your school is governed by a county council, unitary authority, metropolitan district or the Greater London Authority. While this may seem arcane knowledge, these are the bodies which make important decisions that affect all our lives.
- What is important about this chapter is to take local knowledge to a wider level than before, preparing the children for the longer journeys they are likely to take to secondary school, perhaps crossing county boundaries. The Office for National Statistics produces maps which can be useful for you to pinpoint the correct title for the region you are in.

Curriculum objectives

- To describe and understand key aspects of physical and human geography.
- To use maps, atlases, globes and digital/computer mapping to describe features studied.
- To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps).

Lesson objectives

- To identify different points of view about a local geographical issue.
- To recognise change and development in a locality and the issues it raises.
- To raise enquiry questions prompted by maps and images.

Resources

Prepare images of features in the local area showing change (new signage, footpath, house, shops, park etc); at least one Ordnance Survey map (1:25,000) or an extract from the one that includes the school (customised maps are available from Ordnance Survey if your school falls at the edge of a map); photocopyable page 115 'My world of the future'

Vocabulary

change, eastings, employer, future, grid lines, horizontal, losers, northings, parkland, region, settlement, vertical, winners

Change and choices

Introduction

- Remind the children that soon they will be involved in more and more change. They will go to a new school, find new friends and have new experiences. Some of the changes will be exciting, others may be daunting.
- Geography is all about noticing change: changes in places, environments as well as people. Some of these changes are positive and others negative. Some changes cause consequences we do not want, didn't envisage or even sometimes don't realise. This chapter is about these, whether we can notice them and help stop some negative changes before it is too late.

Whole-class work

- Think about a change in the school recently (a new piece of playground equipment, new teacher, new building): *Who was this a good change for? Who did it make no difference to? Was it negative for anyone?* Think more broadly about the local area: *What changes have occurred here?* Look at the prepared images (from online sources) of recent changes in the area and discuss.

Independent work or Paired work

- Try to pinpoint on an OS 1:25,000 scale map of your area these local features. Look more broadly at change in the area. Be prepared to discuss precise locations where change at one time or other has been major. Examples you could discuss are:
 - terraced housing in repetitive grid layout patterns replacing fields or greenbelt land
 - housing on larger plots of land, where once it was fields
 - motorways/dual carriageways cutting through the landscape
 - railways/trams cutting through the landscape
 - industrial sites or sites that have been redeveloped for shopping, industry or wildlife
 - a river changed from its natural course; maybe it is unnaturally straight.

Group work

- Create a grid for things that might have changed in the past five/ten/twenty/fifty/hundred years to assess whether your area is changing quickly or slowly. Many high streets may look little different from how they did in the past apart from the shop fronts.

Independent work

- Together look the map and recap on map reading skills. With a map in front of you, look at the blue lines which are laid over the detail of a map in a grid. These are essential to describe generally or exactly where places are located. These give you a unique number, the grid reference. There are vertical and horizontal lines, the eastings and northings. The vertical eastings increase in value when you go east; the horizontal northings as you travel north on the map (see Year 5, Autumn 1).
- Give the children the photocopyable page 115 'My world of the future' and ask them to complete it. Discuss the headings and what they recorded on their sheets.

Review

- Ask the children to think about their own future: *What will change? What's the future of your area and who are the people who make the decisions?* In this chapter the children will be in charge of thinking about what the future might be like.

Curriculum objectives

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Resources

Photocopiable page 19
'Enquiry frame'

Vocabulary

developed, human geography, local, natural environment, physical geography, provision

Taking ideas forward**Revise**

- As a class, recall the main features of the area they visited. What was the children's lasting impression of the place? Refresh their memories of the place, people and built and natural environments. Look again at these maps and sketch maps and recall the different routes the groups took. Discuss the change they encountered and the changes they would like to see. *What was surprising?*

Assess

- Ask the children to write a letter to the local council or authority detailing their enquiry and the results they found. Discuss who they should address it to. Perhaps go on the local council website to search for the correct person. *Who is the mayor? Who is responsible in the highways department? Who makes decisions about building a new supermarket, shopping centre or nature reserve? Did the children know there are people who are responsible for all the issues they raised?*
- It might be appropriate for the children to select one issue (for example, the natural environment, traffic, street furniture, cycling) as one to focus on so they have a clear audience and purpose for their letter. If there is a particularly emotive thing they saw, person they met or event that happened, ask them to include this as a way to engage the reader. As a support (if necessary) give them the five enquiry questions used on photocopiable page 19 'Enquiry frame' from their work in Year 5.
 - *Why is the place like this?*
 - *How does the place make you feel?*
 - *How has it changed and is it still changing? Why?*
 - *What transport and other connections are there?*
- This could be your way of assessing the children's understanding of human and physical geography.

Further practice

- The skills and understandings developed during this term could be extended by asking the children to do a comparative place study of another part of the world in a less economically developed country. *If we took an example of Mumbai, Beijing, Moscow or Rio de Janeiro, where might we start on a visit there improving the environment? What are local people already doing? (Re-using and recycling is often much more developed in south east Asia countries, for example.) Are there similar problems all over the world? (For example, traffic, lack of green space, no provision for cycling.) Why?*

My world of the future

- Think about how you, the area in which you live in and the world may change in the future and write down your ideas.

How I may change... 	How the world may change... 	How the area may change... 
tomorrow	tomorrow	tomorrow
next week	next week	next week
next month	next month	next month
next year	next year	next year
when I'm grown up	when I'm grown up	when I'm grown up

I can make predictions about change.

How did you do?

