

My wider world

| Background | These activities aim to develop learners' geographical knowledge and understanding by providing opportunities to study and explore their wider area/ Wales. |
|------------|--|
| Aim | To develop learners' geographical knowledge and understanding of their local area through geographical enquiry. |
| Content | 5 activities |
| Timing | 1 term |
| Target age | Years 5 and 6 |
| LNF links | listed against the specific activities using the coded framework skills pathways. |





Further activity

Research time!

Use information books and the internet to search for interesting places in your 'Wider World'/Wales.

Use the following template to help you record the information.

| What is it? | Where is it? | Why is it interesting? | Photo | Information source |
|-------------|--------------|------------------------|-------|--------------------|
| Castle | Cardiff | Welsh history | | Website |
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Success Criteria: I can make notes

| My notes are clear. | |
|---|--|
| They are appropriate for the purpose. | |
| The layout is helpful. | |
| The facts are correct. | |
| I used symbol/signs/abbreviations. | |
| I used correct 'technical words' or gave things their proper names. | |





Further activity

Exploring old and new photos of places!

Look at old photos of your 'Wider Area'/Wales.

Use the following template to help you ask questions about the photographs.

| Where? | | When? | | |
|--------|--------------------------------|------------------------------|------|--|
| What? | Include a Modern Photograph | Include an Old Photograph | Who? | |
| | Similarities | Differences | | |
| Where? | | How? | | |

Peniarth



Further activity

What type of development would you like in the future?

Are there any interesting future developments in your 'Wider World?

Create a persuasive argument for your chosen future development.

Success Criteria: I can write a persuasive argument

| I gave my point of view clearly in the introduction and in the conclusion. | |
|--|--|
| I backed up each argument with relevant evidence and detail. | |
| My argument is mainly in the present tense. | |
| l used conditionals (usually if but more adventurous conditionals are: should, supposing, providing, as along as) | |
| l used connectives: * to structure the argument: 'first', 'finally' * to link ideas within the argument: 'because', 'consequently' | |
| I used persuasive devices such as: * statistics * emotive language * rhetorical questions. | |

