

What do you think about the world outdoors?

Background	In this investigation learners' are guided to consider their views on the quality of the environment of an area and then to plan and design improvements to this area. Learners must consider their own and other people's opinions as part of the investigation process. The focus could be the local area, the school grounds or perhaps a local park.
Aim	To develop learners' geographical fieldwork skills by conducting a small-scale environmental survey.
Content	5/6 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

Where are the most environmentally friendly places in our local area?

- Look at an aerial photograph / map of your local area.
- Choose 6 places to visit to carry out an environmental survey.
- Use the table below to help you record the locations of these 6 places in your local area.

Place	Location on map
1	23, 46

Notes for Teachers

Preparation and prior knowledge: learners should know how to read a simple map and understand the main features of a map; that people can improve places as well as make them worse. Opportunities to make cross-references to activities in Part 3: Our World of Maps*

Numeracy Skill Pathways: M9 - Area and volume, angle and position: Direction. Literacy Skill Pathways: OC1 – Collaboration and Discussion: contribute, conversation/discussion.

Further activity

How environmentally friendly are these areas? Let's explore!

What vocabulary can we use to describe and judge the quality of the environment?

In pairs, list possible adjectives that you could use to help you.

Environment – good quality	Environment – poor quality
attractive	dirty

Use the word bank and a dictionary/thesaurus to help you.

Word Bank:
 ugly, dirty, attractive, colourful, clean, quiet, noisy, interesting, care for, happy, sad, boring, un-kept.

Notes for Teachers

Literacy Skill Pathways: OC2 – Collaboration and Discussion: contribute, conversation/ discussion. RS5 – Reading Strategies: Skimming and scanning. RS8 – Reading Strategies: Locating information. WL2: Writing Accurately – Use of vocabulary.

Further activity

Time to survey the quality of the environment!

Let's visit the 6 chosen places and carry out a survey!

Use the bi-polar chart to record your findings.

Attractive				Ugly
Clean				Dirty
Quiet				Noisy
Interesting				Boring
Cared for				Un-kept
Happy				Sad

Notes for Teachers

For each site the learners should: (i) record the site number and name, (ii) sketch a picture or take a photograph that they can add later; (iii) score the site on the bi-polar chart by shading in the smiley face if they think it is attractive, the sad face if they think it is unattractive and the neutral face if they're not sure or think it is in-between. *They have now collected data. This survey is about expressing their own opinions and so is subjective. They do not have to agree with anyone else and can shade them in as they like.

Literacy Skill Pathways OS1 – Oracy – Speaking: Express opinions. WM3 – Organising information and ideas: plan writing.

Further activity

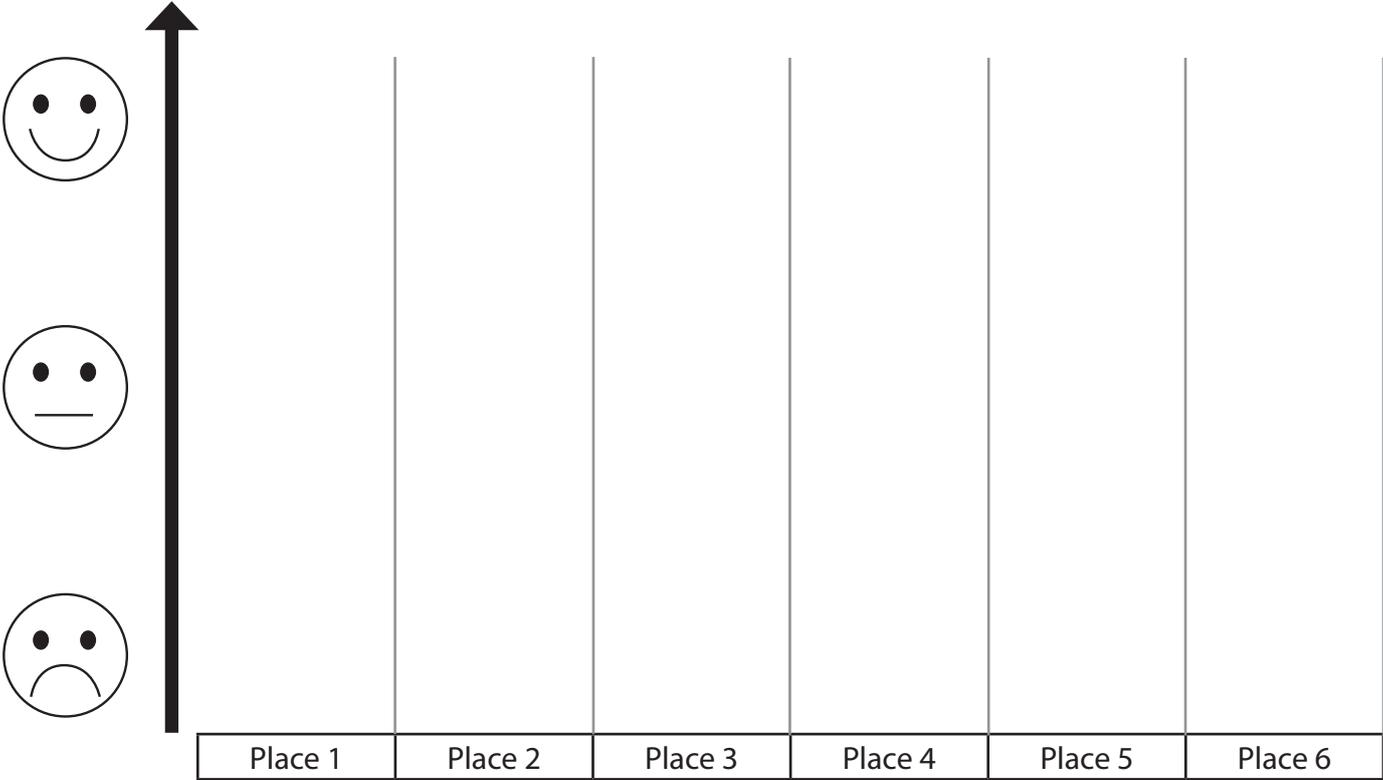
What does our survey tells us about the quality of our local environment?

Let's look at our results!

Create a fortune-line graph to help you present the survey data.

Use the template below to help you create your graph.

With a partner, discuss and explain what your graphs show.



Notes for Teachers

Ask the learners to look at their results and try and complete the fortune line graph for the sites visited. If they gave the first place they visited all smiley faces they can mark an X on the top of the graph above 'Place 1'. If they gave neutral faces it would go at the bottom. If they gave neutral faces or a mixture of different faces then they will place their X somewhere in between. Do this for each site and then ask them to join the Xs together to form a simple line graph. They have now presented their data.

Literacy Skill Pathways OS1 – Oracy – Speaking: Express opinions. Numeracy Skill Pathways: D3: Collect and record data, present and analyse data, interpret data: Interpreting data. D4 - Collect and record data, present and analyse data, interpret results: Presenting data.

Further activity

What do local people think about our ideas?

Let's create a questionnaire! Use the template to help you create a questionnaire.

Use the questionnaire to collect people's viewpoints.

Idea	Person 1	Person 2	Person 3	Person 4	Person 5
1					
2					
3					
4					
5					
6					
7					
8					
9					

Notes for Teachers

The purpose of the questionnaire is to consider the views and opinions of others. On the questionnaire learners should write down the most popular ideas agreed by the class (Up to 9 ideas). If possible, add a photograph of the site to be improved on the questionnaire. They should then ask 5 other people (these can be learners in other classes or family members at home) what 3 ideas they think are best and tick those boxes. They should also ask if they have other ideas of their own. After completing the questionnaire they can consider which ideas are the most popular.

Literacy Skill Pathways: WS1 – Structure and Organisation: Use writing structures. WS3: Structure and Organisation: Awareness of format.