

Let's explore our local area!

Background	Local streets and buildings are an invaluable teaching resource and you should take every opportunity to develop outdoor work. A street makes an excellent focus for undertaking geographical and historical investigations.
Aim	To develop learners' geographical fieldwork skills by conducting a small-scale enquiry of their local area.
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

What can you see in your local area?

natural feature	human feature	Service	transport	leisure	culture
river	building	library	road	leisure centre	chapel

Questions to consider when looking at the aerial photograph/map of their local area, e.g.

What is it like and why? Where do people live? Where do people work?

Why do people visit the local area? Where do they stay? Where do they eat? What do they do here?

What is happening and why?

How is this place the same as or different from other places and why?

How and why is our local area changing?

How are places and environments linked/connected to other places and environments? How do people travel to and around the local area?

How have people affected this place/environment? How can I and other people look after the environment?

Challenge

Can you locate these features on the aerial photo of your local area?
Use co-ordinates and four-figure references.

Notes for Teachers

Numeracy Skill Pathways – M9 = Area and volume, angle and position: Direction
 Literacy Skill Pathways – OS2 = Oracy – Speaking: Explain and present; WM3 = Organising Information and Ideas: Plan writing. WL2 = Writing Accurately: Use of vocabulary.

Further activity

What can people do in your local area?

Study a map/photographs of your local area. What can people do in your local area?

Discuss your ideas with a partner.

Use the table below to help you record your work.

Activity	Places to stay	Places to eat	Places to visit	Places to work	Places to enjoy

Notes for Teachers

Literacy Skill Pathways: OS3 – Oracy – Speaking: Organise ideas/talk. OL1 – Oracy – Speaking: Listening to others. WM1 -Writing: Organizing Information and Ideas: Writing for purpose. WS5 – Structure and Organisation: Using visual images. WL1 – Writing Accurately: Use appropriate language.

Further activity

Are there any interesting surfaces or materials used in your local area?

Visit your local area and carry out a survey.

How many different kinds of building materials can you find in your local area?
 How many different kinds of surface can you find on the ground in your local area?
 How old do you think these buildings or surfaces are?
 You might spot paving stones, tarmac on the road and concrete gutters.
 Some parts of the pavement have a raised pattern, for example near pedestrian crossings.
 Who do you think these tactile surfaces help? (e.g. pavement with a raised pattern – near pedestrian crossing)

Building/Surface	Name of material (s)	Purpose of the material(s)	Is it old/new? Why?	A rubbing of the surface/material

Notes for Teachers

Literacy Skill Pathways – OS3 – Oracy – Speaking: Organise ideas/talk. OC2 – Oracy – Collaboration and Discussion: Take part and give reasons. WM1 – Organising Information and Ideas: Writing for purpose.

Further activity

How is the land used in the local area? Let's carry out a land survey!

Research work

Before visiting the local area, look at a map of your local area. Colour different land use in different colours, e.g. colour all residential areas red; shops and offices – orange; leisure facilities – yellow; parks – green, etc. Create a key to your map. Can you see any patterns? Where are the houses located? Where are most of the shops located? Etc.

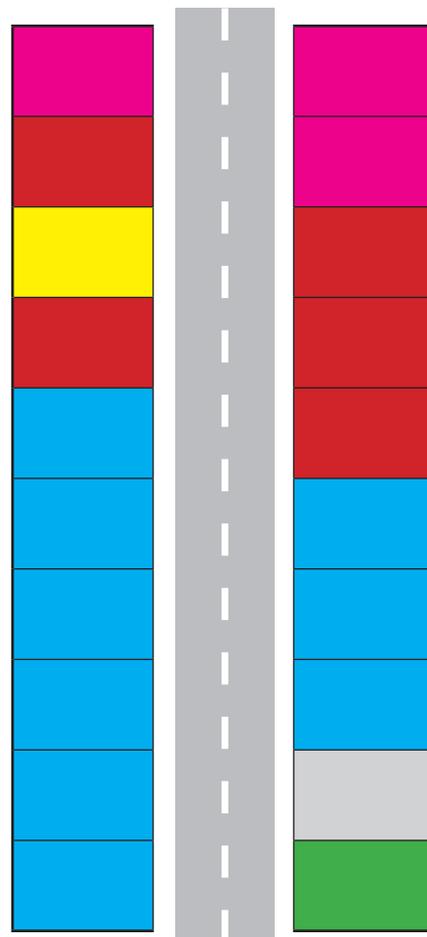
Time to explore

Visit the high street/a street in your local area. How is the land used in the street? Record your findings using the template on the next page.

Here is an example of a completed survey

Key

Residential (homes)	Blue
Shop	Pink
Office	Red
Cafe	Yellow
Church/Chapel	Green
School/Public building	White
Other	White
Empty	Grey



Notes for Teachers

First of all select a street to investigate. To make it manageable focus on interesting section of the street. In this example we have chosen a section of 20 buildings (10 on each side of the street).

Literacy Skill Pathways – OS3 – Oracy – Speaking: Organise ideas/talk. OC2 – Oracy – Collaboration and Discussion: Take part and give reasons. WM1 – Organising Information and Ideas: Writing for purpose.

Further activity

Are there any interesting or old buildings/ places in our local area? Let's explore!

'Has my high street/local area changed over time?'

Time for some detective work!

High streets change over the years. Most of the buildings are rented out on a lease. The lease says what the building can be used for – whether it can be a restaurant, shop or office, for example.

Perhaps you can remember what some of the buildings in your high street used to be?

Research work: Your library or museum might have local history books with old photos of your town, showing which shops were there long ago or old maps and business directories. Styles of signposting.

Visit your local area/street and take photos of old buildings. Find out some information about these buildings:

- How old are they?
- Why were they built?
- Who used to live/work there?
- Interesting fact/information for tourists?

TASK:

A presentation to persuade the judge of the competition how your high street or local area has changed over time.

Challenge

Create QR codes for these interesting, old, special buildings /landmarks to include within your presentation.

Notes for Teachers

The task and challenge could be designated an Assessment activity at the end of the Unit.

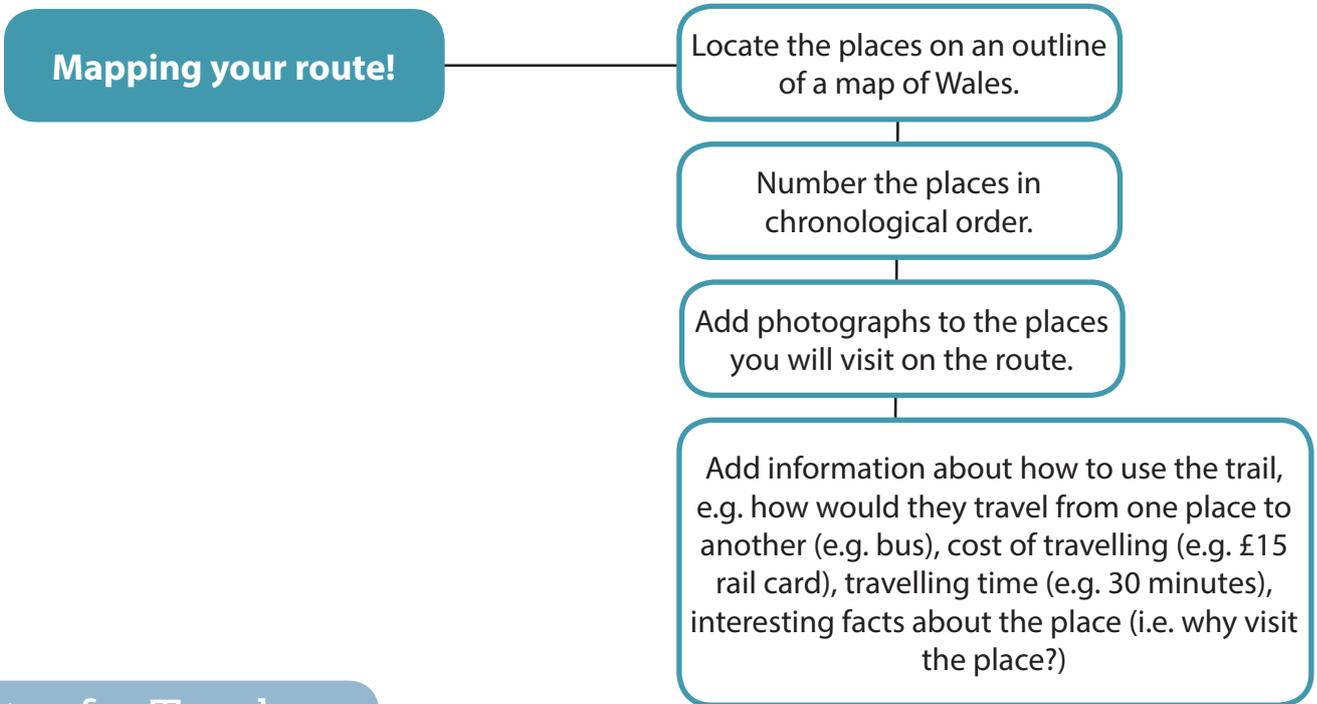
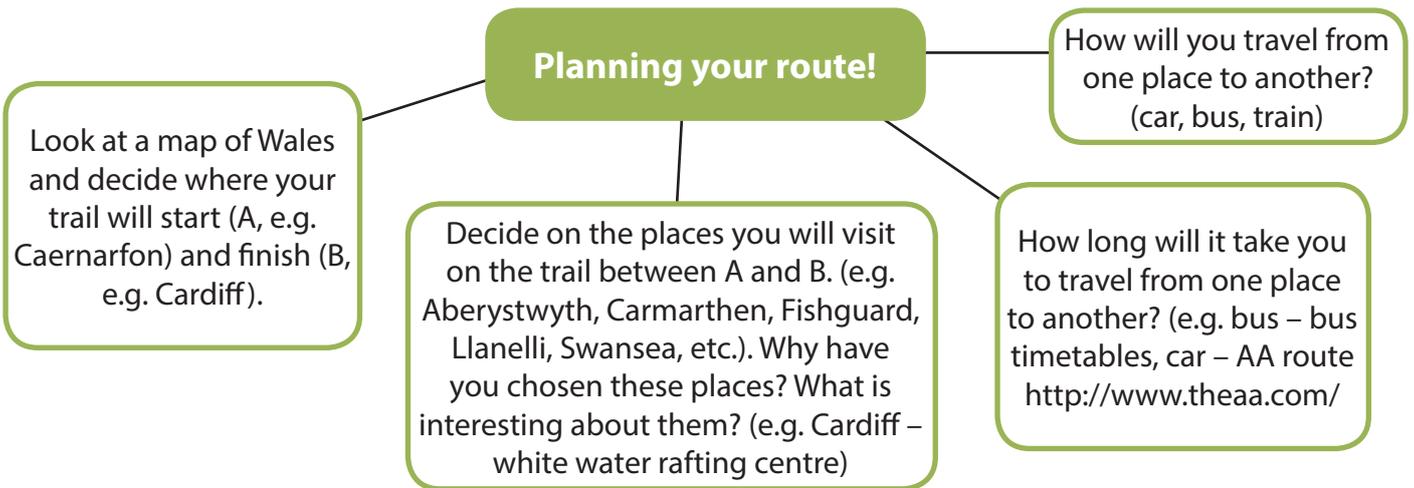
Literacy Skill Pathways: OS2 – Oracy-Speaking: Explain and Present. OS3 – Oracy – Speaking: Organise ideas/talk. OS4 – Oracy-Speaking: Speak clearly, adapting talk. OC2 – Oracy – Collaboration and Discussion: Take part and give reasons. RS5 – Reading Strategies: Skimming and scanning. RS3 - Reading Strategies: Read words and texts. RS7: Reading Strategies: Using Visual Clues. WM1 – Organising Information and Ideas: Writing for purpose.

Further activity

Let's find out why Wales is an exciting and interesting country!

'Visit Wales' need to update their website. Can you help them?

Design an exciting and interesting route around Wales for a visitor from Europe.



Notes for Teachers

Literacy Skill Pathways: WM1 = Writing: Organizing Information and Ideas: Writing for purpose. Numeracy Skills Pathways – Developing Numerical Reasoning: transferring skills, selecting information, presenting results, appropriate notation, drawing conclusions, justify answers. N17: Working with money. M5: Time. M9: Direction. A potential LNF Rich Assessment Task.