

Are you ready to investigate? Let's go!

Background	This is an example of a possible holistic investigation. Templates are included to support learners to complete a similar holistic investigation.
Aim	To develop learners' geographical fieldwork skills by completing a holistic investigation.
Content	Various templates to complete a holistic investigation
Timing	1 term
Target age	Years 3, 4, 5 and 6
LNF links	listed against the specific activities using the coded framework skills pathways.

Activity 1	Notes for teachers	<ul style="list-style-type: none"> You may ask the children to choose their own method of recording the answers, e.g. using the app 'Explain Everything' on the i-pad.
	Links to the LNF	<p>Literacy Skill Pathways: OS3 -Oracy-Speaking: Organise ideas / talk. OL1 -Oracy-Speaking: Listening to Others. OC1 -Collaboration and Discussion: Contribute, conversion/ discussion. WM3 –Organising Information and Ideas: Plan writing.</p>
Activity 2	Notes for teachers	<ul style="list-style-type: none"> Encourage the children to think about different purposes for the new seating area, e.g. a place to sit and chat with friends, a place to sit and read, a place to work (i.e. do we need a table?), a place to sit and look at the view? (i.e. where would be the best place for this? What could they see?), a place to look at the wildlife (i.e. what could they see?) You may provide a collection of images of outdoor seating areas in primary schools and/or provide a list of useful websites for children to conduct their own personal research. You may ask the children to record their ideas on i-pads using the app 'Popplet'
	Links to the LNF	<p>Literacy Skill Pathways: OS3 -Oracy–Speaking: Organise ideas / talk. OL1 -Oracy-Speaking: Listening to Others. OC1 -Collaboration and Discussion: Contribute, conversion/ discussion. WM3 –Organising Information and Ideas: Plan writing.</p>

Activity 3	Notes for teachers	<ul style="list-style-type: none"> • Encourage the children to compare the mind maps and discuss their ideas regarding the purpose of the new seating area. • If there are more than 6 popular ideas you may carry out a classroom vote to determine the top 6 ideas. • You may encourage the MAT pupils to create their own questionnaire and present and record their findings independently. • You may choose to use the questionnaire activity as a rich LNF assessment activity, especially if pupils have completed Unit 4.
	Links to the LNF	<p>Literacy Skill Pathways: OS1 – Oracy – Speaking: Express opinions. WM3 – Organising information and ideas: plan writing. WS1 – Structure and Organisation: Use writing structures. WS3: Structure and Organisation: Awareness of format.</p> <p>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.</p>

Activity 4	Notes for teachers	<ul style="list-style-type: none"> • You may choose this activity as a cross-curricular lesson/ lessons, e.g. Design and Technology – researching and planning their designs. • Encourage the children in their groups to look at other groups’ designs and discuss and express opinions. • You may consider asking another class or the whole school to look at the groups’ designs and vote on the most suitable design. • To develop numeracy skills you may consider giving the children the measurements for the design, i.e. perimeter/ area of the new seating area. • As a challenge you may give the children a list of possible websites to research the costs of different seating areas and ask them to consider the costs of their new seating area, e.g. • http://earthrestorationservice.org.uk This website includes information about providing seedlings for schools to create a tree nursery (Example – Rydal School, Penrhos in north Wales.) • http://www.schoolscapes.co.uk This website includes examples of Outdoor Seating Furniture for Primary Schools, e.g. Tree seats - £395, Picnic table with pictures and information about birds - £295 • http://www.tts-group.co.uk/shops/tts/Range/Outdoor-Furniture/ This website includes examples of Outdoor Seating Furniture for Primary Schools, e.g. woodland story throne - £244 • You may create mathematical problems for the children to solve to Develop Numerical Reasoning, e.g. 1 bag of blue slate chippings would cost £6.99. 1 bag would cover 1m x 0.5m space to a depth of 50 mm.
	Links to the LNF	<p>Literacy Skill Pathways: OS1 – Oracy-Speaking: Express opinions. OS2 – Oracy –Speaking: Explain and present. OL1 – Oracy-Listening: Listening to others. OC1 – Collaboration and Discussion: Contribute, conversation/discussion. OC2 – Collaboration and Discussion: Take part and give reasons. WS5 - Structure and Organisation: Use of visual images. WL2 – Writing Accurately: Use of vocabulary.</p> <p>Numeracy Skill Pathways: N17 –Manage money: Working with money. M2 – Measuring Skills: Perimeter. M3 – Measuring Skills: Converting Measurements. M10 – Measuring skills: Area and volume. N15 – Estimate and Check: Rounding.</p>

Activity 5	Notes for teachers	<ul style="list-style-type: none"> You will need to provide a plan of your school grounds for the pupils to enable the pupils to choose 3 locations. You may need to remind the pupils of how to use co-ordinates and how to give a 4-figure grid-reference. You may ask the MAT pupils to give a 6-figure grid reference. Encourage the children to use geographical vocabulary to describe each location, e.g. natural and human features, next to, in front of, etc. You may need to remind the children to look at the final design of the new seating area before choosing their location, e.g. the materials, the area/perimeter of the new seating area; the purpose of the new seating area, e.g. shelter area, near the school garden, etc.
	Links to the LNF	<p>Literacy Skill Pathways: OS1 – Oracy-Speaking: Express opinions. OS2 – Oracy –Speaking: Explain and present. OL1 – Oracy-Listening: Listening to others. OC2 – Collaboration and Discussion: Take part and give reasons.</p> <p>Numeracy Skill Pathways: M9 – Measuring Skills: Direction.</p>
Activity 6	Notes for teachers	<ul style="list-style-type: none"> You may encourage the MAT pupils to plan, investigate, present and record their findings independently. You may choose to use this activity as a rich LNF assessment activity, especially if pupils have completed Unit 2. You may need to remind the children to look at the final design of the new seating area before choosing their final location.
	Links to the LNF	<p>Literacy Skill Pathways: OS2 – Oracy –Speaking: Explain and present. OL1 – Oracy-Listening: Listening to others. OC2 – Collaboration and Discussion: Take part and give reasons. WM1: Organising Information and Ideas: Writing for purpose. WS1: Structure and Organisation: Use writing structures. Writing WL2: Writing Accurately: Use of vocabulary.</p> <p>Numeracy Skill Pathways: M9 – Measuring Skills: Direction. M1 = Measuring skills: Length, weight/mass, capacity: Reading and measuring scales M7: Measuring Skills: Temperature: Temperature-comparisons. M8: Measuring Skills: Temperature: Temperature – measurement. D2: Collect and record data, present and analyse data, interpret results: Collecting data. D3: Collect and record data, present and analyse data, interpret results: Interpreting data. D4: Collect and record data, present and analyse data, interpret results: Presenting data</p>

Activity 7	Notes for teachers	<ul style="list-style-type: none"> You may encourage or ask the MAT pupils to plan and choose how to present their findings independently, e.g. use the app ‘i-movie’ on the i-pads. Encourage the children to use geographical vocabulary to describe and explain their findings to the PTA, e.g. positional language, next to, in front of, etc.; natural and human features; etc. You may ask each group to create a presentation to the PTA or they could create a presentation as a whole-class presentation. You may use the activity as a rich LNF assessment activity at the end of the Unit. You may ask the children to create an article to include in the school’s newsletter about their presentation to the PTA.
	Links to the LNF	<p>Literacy Skill Pathways: OS1 – Oracy-Speaking: Express opinions. OS2 – Oracy –Speaking: Explain and present. OL1 – Oracy-Listening: Listening to others. OC2 – Collaboration and Discussion: Take part and give reasons. OS4 - Oracy – Speaking: Speak clearly, adapting talk. OS5 – Oracy – Speaking: Participate in Role-play. RS5 – Reading strategies: Skimming and scanning. RS7 – Reading Strategies: Using visual clues. WM1: Organising Information and Ideas: Writing for purpose. WM4: Organising Information and Ideas: Explore presentation. WM5: Organising Information and Ideas: Read and improve. WS3: Structure and Organisation: Awareness of format. WS4: Structure and Organisation: Sequencing Ideas. WS5: Structure and Organisation: Use of visual images. WL1: Writing Accurately: Use of appropriate language. WL2: Writing Accurately: Use of vocabulary. WG1: Handwriting, Grammar, Punctuation and Spelling: Sentence structures. WG2: Handwriting, Grammar, Punctuation and Spelling: Connectives. WG3: Handwriting, Grammar, Punctuation and Spelling: Use of punctuation. WG5: Handwriting, Grammar, Punctuation and Spelling: Spelling – high frequency words.</p> <p>Numeracy Skill Pathways: M9 – Measuring Skills: Direction. M1 = Measuring skills: Length, weight/mass, capacity: Reading and measuring scales M7: Measuring Skills: Temperature: Temperature-comparisons. M8: Measuring Skills: Temperature: Temperature – measurement. D2: Collect and record data, present and analyse data, interpret results: Collecting data. D3: Collect and record data, present and analyse data, interpret results: Interpreting data. D4: Collect and record data, present and analyse data, interpret results: Presenting data.</p>