



Overview



Lead Subject: Geography (with PSHEE)

Introduction:

Children will visit a specific location, identify what features can be seen, what biodiversity can be identified and to consider what is the current state of environmental quality and what they could do to improve and protect this place. Children will take photographs to record the points of concern that they wish to communicate

Rationale:

For children to consider how they could have a positive impact on their environment.



Impact and Outcomes



Outcomes: Children will create drawings, models or maps as a way of communicating a change they would like to make in their local area and will present these suggestions to concerned parties.

Impact:

- to develop the ability to observe, investigate, record and to confidently express opinions regarding the condition of the local environment.
- to evaluate environmental quality, to be able to identify and discuss the effects of environmental damage and neglect and should feel that their opinions and ideas are valued.
- to learn the value of being a responsible citizen and that we all can (even in a small way) have a positive impact on the world around us.

Curriculum Links, Prior Learning & Key Vocabulary



Geography:

Place study: describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork: use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

PSHEE: community and responsibility, with additional links to discussion and being able to formulate and express opinions in Literacy.

Prior Learning:

- Awareness of the immediate school locality through prior study / direct familiarity.
- To have had the opportunity to share thoughts about the part of the immediate locality to be studied.
- To have been introduced to a number of images of things that spoil the environment around us and to discuss how these things might have happened, what effects they may have and how they feel about them. This (for younger children) could be through the use of a character / puppet who has brought some photographs to share.
- For children to have practiced careful observation of likes and dislikes around their school grounds and to be familiar with using technology to record features of their environment.

Key Vocabulary: environment, environmental quality, environmental improvement, community, neighbourhood, local area, responsibility to the world around you, being a good citizen, making a difference, improvement plan, sustainability, respect, positive action, positive contribution, environmental action, doing your bit to help.

Locality-Based Experience



Children will visit a specific location within their own immediate 'short walkable' neighbourhood (a local street, park, woodland area, community centre, section of beach or even the school grounds themselves). Children will carefully observe this location and will conduct a series of short surveys at different locations to grade the quality of the environment they encounter. Children will then use a 'photo-voice' recording technique to record their concerns. Children might also identify the specific locations within the main location and their specific concerns, through the creation of a sketch map or use of a prepared map.

A class litter pick around their school grounds could be a good way to kick this investigation off.

Suggested Learning Opportunities



"In the Locality"



Children will:

- Investigate what they can see both natural and man-made within a specific area of their locality. They will discuss their opinions regarding the environmental quality of the location through use of a simple 1-5 grading system and will identify concerns they have about locations within the location under scrutiny. Children will record their opinions using a 'photo-voice' technique, which will then be discussed further back in class.
- Whilst on site children should discuss and note down ways in which they think they could improve this place. Children could then use small white boards and pens to note down ways they feel an improvement could be made and then be photographed holding the board and identifying the issue they have identified whilst at the location.

Additional:

Children could also create a simple sketch map or use a pre-prepared map of the location and identify points of concern that could be improved. Children could use RAG rating shading on the map and could practice this first by surveying their school grounds.

"In the Classroom"



Children will:

- review their visit and share their photo-voices with others and explain their concerns and ideas.
- discuss their concerns and offer opinions about what could be done to improve the situation.

The teacher will share some examples of how people have improved their local areas (see links below). Children will then devise a plan for how they might improve some of the concerns that they identified and create some drawings, maps or models of the change they would like to see.

The children will then be assured that their opinions are valued by the teacher facilitating the sharing of their suggestions with someone in authority such as: a local councillor, the local M.P, a community representative, the headteacher, a school governor, members of the PTA, a member of an organisation such as the Woodland Trust, Morecambe Bay Partnership etc, which could also include the school council or other school-based pupil group such as 'The Green Team' or similar.

Children's ideas should be displayed, and the wider school community invited to view them and make comments.

Additional:

The teacher works with children to enact some of the changes that can be realistically achieved by the children to improve their place, using whatever support the school community might offer or be able to connect with.

Further Links



<https://www.sustrans.org.uk/our-blog/get-active/2019/everyday-walking-and-cycling/13-things-you-can-do-with-your-community-to-improve-your-street>

Valuable article including the link to the notion of children using the 'photo-voice' technique to record opinions <https://www.sustrans.org.uk/our-blog/research/all-themes/all/children-s-20-minute-neighbourhoods>

<https://www.woodlandtrust.org.uk/blog/2020/01/conservation-for-kids/> <https://itl.org.uk/news/5-ways-to-develop-your-school-grounds/>

<https://foodfutures.org.uk/where-the-wildings-are/>

This is from Dallas USA but has some interesting ideas, including guerrilla gardening <https://tinybeans.com/ways-to-make-your-hometown-more-awesome/>

