



Overview



Main Subject: Geography

Introduction

Children will visit one of the villages found around Morecambe Bay. Children will conduct a walk around the village and will investigate and record what they find.

Rationale

This is an opportunity for children to widen their personal experience of the bay



Impact and Outcomes



Impact:

Children will expand their knowledge and understanding of Morecambe Bay by identifying villages on a map.

Children will further their awareness of the geographical and historical features on one village in particular through fieldwork.

Children will consider how villages might be looked after and be pleasant places to live in

Outcomes:

Children will create a poster recounting features seen on their visit

Curriculum Links, Prior Learning & Key Vocabulary



Curriculum Links - Geography:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- 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.

Prior Learning

To have discussed what a village is and what kind of features would you expect to find in a village. To have seen a variety of photographs of common features found in a village and to have compared images of different villages in different locations so that their awareness of different features is strong. Children could have also explored different maps of villages and recognised the features shown in the key.

Children need to have studied a map of Morecambe Bay and to have identified which villages are found around the bay. For the particular village the children will be visiting they need to have located that village in particular, noted what features can be seen on a map of the village, to have studied the shape and pattern of the village and to have calculated how far the village is away from their location (as the crow flies) and how far by road this place is and to plot a journey describing features past on the way.

Key Vocabulary

Village, village centre, village green, settlement, settlement pattern, linear / clustered village, route, journey, features, public spaces, place of worship, services, occupations, locality, connections, land use, rural, house type, change, similarity and difference, historic, modern, map symbol, key, change of use, new development.

Locality-Based Experience



Children will undertake a thorough walk around the chosen village and will complete a 'Village Survey Sheet' where they tick off features seen and answer several location-based questions. Children will also use a variety of fieldwork approaches to record the features they have seen as well as looking for evidence of the history contained in the village.

Suggested Learning Opportunities



"In the Locality"



- In small groups (with an adult) children will follow a teacher prepared 'discovery route' on a map, around the chosen village. Children will be encouraged to observe and talk about what they can see and to recognise features of the village they have only seen so far as features on a map. Children will be encouraged to use a variety of recording techniques to collect images, sketches, sounds, video clips, thoughts and opinions related to their journey around the village, which could include the opportunity to ask passers-by questions and could include children pointing things out in photographs and in video clips.
- Children will complete a village rummage survey sheet (see additional resources)

"In the Classroom"



The teacher will revise the visit experience by identifying which features were seen, what they looked like and what children thought of them. Children will be encouraged to discuss which features are similar and different to the features seen in their own location and to talk about what they liked and disliked about the village. Children will then create a 'Village Visit' poster detailing features seen.

Additional suggestion

Children could further their map skills by designing their own Morecambe Bay Village map*. The map should illustrate the features that the children wish to have in their village, although a reminder of the village features tick off list could be used here to stimulate possibilities, whilst the teacher modelling their own village creation would help generate interest and help clarify the map making task.

For some children a prepared collection of features could be used so that children can add these to the pattern they have chosen for their village shape. Each child should create a key for their village map and should choose a name for their village. Children should also consider how to look after their village and how it could be a pleasant place to live. When completed children should introduce their village to another child so that they are taking them on a virtual tour.

*This could be achieved through use of ICT design software or a programme such as Minecraft or by making a model.

Further Links



- Further links to PSHEE can be considered regarding attitudes and responsibilities to the world and aspects of keeping safe, healthy and happy and caring for and valuing wildlife and green spaces. This could include learning the Country Code.
- This place-based experience would sit nicely as part of a Mountains topic or a topic about a place in Morecambe Bay that could then be looked down on from above offering a unique real-world perspective for children.
- Children could use this experience as a way of comparing a hillside from around Morecambe Bay with a hillside in a distant different location ie The Yorkshire Dales, The Scottish Highlands, The Lake District, The Alps, in the Andes etc

