

# Let's Investigate our Place

Steps for Learning 2

Geography KS1



# Let's Investigate our Place: Steps for Learning 2

## Geography

### Key Stage 1

#### Key Questions

- what is this place like?
- how does place change with scale?

#### Learning Outcomes

- to observe and record sights and sounds
- to predict what might be found
- to analyse collected data

#### Curriculum Links

##### Purpose and Aims

- understanding of spatial variation
- collect, analyse and communicate data

##### Place Knowledge

- understanding geographical similarities and differences
- human and Physical Geography
- use basic geographical vocabulary

##### Geographical Skills and Fieldwork

- use simple fieldwork and observational skills to study the geography of their school and its grounds

##### Big Ideas

- Place
- Space

#### Formative Assessment Opportunities

- first hand observations
- recognising and recording similarities and differences



## Key Vocabulary

**City. Town. Village. North. South. East. West. Fieldwork. Place. Observation. Location. Soundscape.**

These can also be found at the end of this PDF in printable format for your working wall.

## You will need:

- paper and clipboards
- A3 empty Venn diagram or 2 hoops for each group
- compass
- (optional) worksheets to go with Activity 1 (on pages 5 and 6 of this PDF)

## Activities

1. Look at slides 3 and 4 of the PowerPoint presentation and discuss the possible differences between the two locations with the children. Ask the children to predict what they will see and hear. After this discussion, choose a location within the school grounds, for example the playground or field. Provide each child with four squares (or use the worksheet on pages 5 and 6) to record.
2. Model how to create a soundscape (see slide 7 on the accompanying PowerPoint). Create one as a class in your chosen location.
3. Now move to a different location in the school grounds. Try and make it so that the two locations contrast, so for example the first location is the playground at the back of the school away from the road and the second is in front of the school by the road. Before leaving the first location you might inform the pupils that you are going to repeat the same two activities 'at the front of the school' (or wherever you have chosen). Again, ask them for a prediction of what new things might be seen and heard and what things will be 'missing'.



4. In groups compare what they found in each location and record their combined findings on a Venn diagram. It might be easier to write each sight/sound down on small squares of paper and use hoops on the floor when deciding whether each one goes in one or both circles.
- Which sights and sounds are 'unique' or 'common' to both places?
  - Why might this be? Will that change at all? Would we like it to change? Would it be the same using a different location on the school grounds or even another school? How and why?
5. Discuss with the children that what they will see and hear might be different if they were to repeat the activities in locations outside the school gates, for example: at the park, on the High Street, in the countryside, in a village/town/city. Is it possible to capture the whole of a city's sights and sounds in a single location? How far would you have to travel within the city for it to be different...how far did we travel to find a difference (front to back of school!)?

### PowerPoint Presentation

The accompanying PowerPoint has 11 slides, and supports these activities. The slides are as follows:

- Slides 1 and 2 introduce the investigation and the learning aims.
- Slides 3 and 4 feature two different school locations, and ask the children what they predict they will see and hear. You can use these two slides as visual support while you introduce the activity.
- Slide 5 demonstrates a compass. • Slide 6 demonstrates the worksheet.
- Slide 7 demonstrates a soundscape. You can use this to support the modelling of how to create a soundscape.
- Slide 8 shows an example Venn diagram. This can be displayed following the children's investigation. You could try using hoops and slips of paper to help with placements.
- Slide 9 features the same locations as in slides 3 and 4, and can be displayed when you discuss the results of the children's investigations. It asks which sights and sounds were heard in both places, why this was and whether this might change.
- Slide 10 features three more, very different, locations. You can display these while you ask the children to consider what they would see and hear there.
- Slide 11 closes the lesson.



## Worksheet 1



↑ North ↑

→ East →



## Worksheet 2



↓ South ↓

← West ←



# Let's Investigate our Place KS1: Keywords Flashcards



**City**

**Town**

**Village**

**North**

**South**

**East**



# Let's Investigate our Place KS1: Keywords Flashcards



**West**

**Fieldwork**

**Place**

**Observation**

**Location**

**Soundscape**



# city



# Town



# village



# North



# South



# East



# West



# Fieldwork



# Place



# Observation



# Location



# Soundscape

