

Let's Investigate our Place

Steps for Learning 4

Geography KS1



Let's Investigate our Place: Steps for Learning 4

Geography

Key Stage 1

Key Questions

- what is this place like?
- how did this place get to be like it is?
- who decides and manages the changes?

Learning Outcomes

- to explore emotional response to place
- to collect and analyse perceptual data

Curriculum Links

Purpose and Aims

- collect, analyse and communicate data gathered through experiences of fieldwork

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

- environmental impact
- interconnections

Formative Assessment Opportunities

- notice similarities and differences
- opinion making

Key Vocabulary

Fieldwork. Observation. Location. These are also on previous Steps for Learning.

Environment.

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



Resources

- environmental survey (x3 on sheet) and clipboards
- six to nine images of school grounds

Activities

1. Find a safe space within the school grounds and ask the children to stand somewhere that they think best reflects each statement you give them, for example, find the place:

- where you can see the most sky
- that feels warmest
- that is damp

We have provided a full range of suggestions on the worksheets on pages 5 to 8 of this PDF. They are also on the accompanying PowerPoint. You can select whichever are most appropriate, and can repeat this exercise with the variety of descriptions over many lessons. It is fun for the children! Ask the children why they think the spaces you have selected feel warmer.

Perhaps you could move the whole class between two to three points and agree which is warmest and discuss the impact that being in the shade or sun, or being in or out of the wind can have.

2. Ask the children:

What do we think about our surroundings?

Does our impression change as we move about?

How can we record what we think about a particular place?

What questions would we like to ask to determine the 'quality' of an environment? Use the survey on page 9 of this PDF as a template to design a simple survey that could be used on the school grounds. We've provided an example on the PowerPoint.



Direct the pupils to find three locations on the school grounds and conduct an environmental survey in each. Which of the places do they prefer- does it match the data?

This could provide a perfect opportunity to discuss how safe different spaces might be. For example, the school carpark might provide a good contrast to other spaces within the school to carry out a survey, but is it safe? What mitigations could be taken to make spaces safer? For example, a carpark might well be safe in the middle of a lesson time when the gates are locked and all cars are stationary, or perhaps ask: 'can we stand on the edge of the carpark safely?'

The different responses could be mapped and tallied to find out how the children rate different spaces. (This exercise could even be repeated by teachers!)

3. Discuss how and why the places scored as they did. Could these scores be changed? If so, how? Should we be trying to change the scores and if so who decides/manages that change?
4. Take six to nine images of different spaces around school and ask pupils to rank these on a sliding scale from 1-10 for criteria such as: best place to work, place I feel most comfortable, safe, anxious, etc.

PowerPoint Presentation

The accompanying PowerPoint presentation can be used to support activities 1 and 2, and has the following slides:

- Slides 1 and 2 introduce the lesson.
- Slides 3 to 5 support Activity 1. They have the full selection of all the statements, from which you can choose the most appropriate for your lesson.
- Slide 6 supports Activity 2, with an illustration of the environmental survey.
- Slide 7 also supports Activity 2, and you can use this as you score different areas in the school.
- Slide 8 is the closing slide.



Let's Investigate our Place – Steps for Learning 4

Worksheet 1

Warmest	Coldest	Wettest
Most interesting	Dullest	Best
Worst	Cleanest	Where a toddler would run to



Worksheet 2

Something that is right	Where you can be a statue	Unloved
To see green	Dirtiest	Well cared for
Neglected	Busy	Most like a place near your home



Worksheet 3

Where you'd like to be photographed	Could be from a movie	With a number
That is brightest	Something that annoys you	Best place to put a bench
Perfect for a mini-beast's home	To see the sky	With a word or sentence



Worksheet 4

Newest	Oldest	Reminds you of something else
Has an interesting pattern	With a date or number	That an alien would find intriguing
That an animal would like	Something that is wrong	That a superhero would like
Best place to put a bin	Rough / smooth / textured	The best place to hide – do it!



Let's Investigate our Place – Steps for Learning 4

Environmental survey

Name of location:

Noisy				Quiet
Dirty (litter)				Clean (no litter)
No colour				Colourful
No plants or trees				Lots of plants or trees
Not safe to play				Safe to play



Let's Investigate our Place KS1: Keywords Flashcards



Fieldwork

Observation

Location

Environment



Environment

