

Unit 1 Making connections

About the unit

The main purpose of this unit is to further develop pupils' knowledge and understanding of places. Pupils investigate some of the features and characteristics of the area around their new school while also developing a range of geographical skills.

This unit aims to help transfer between key stage 2 and 3 by building on locality studies pupils are likely to have carried out and encouraging them to talk about the work they have already done. Teachers will be able to use this unit to make a diagnostic assessment of what pupils know, understand and are able to do.

Some of the freestanding activities in unit 24 'Passport to the world' may be used to supplement those suggested here or may be used as homework exercises.

This unit is expected to take 8–11 hours.

Key aspects

Geographical enquiry and skills

Pupils will:

- ask geographical questions
- collect/record/present evidence
- communicate appropriately
- use atlases/globes/maps
- use fieldwork techniques
- use secondary evidence
- draw maps, plans and graphs

Knowledge and understanding of places

Pupils will:

- locate places and environments
- describe scale contexts
- describe and explain physical and human features
- explore interdependence and global citizenship

Knowledge and understanding of patterns and processes

Explored through:

- settlement
- population movements

Knowledge and understanding of environmental change and sustainable development

Not focused on

Expectations

At the end of this unit

most pupils will: identify characteristic features of their 'new' school's locality, which help to make the area distinctive; describe and begin to explain the similarities and differences between their 'new' and 'old' school localities and other areas studied; identify appropriate features to persuade a selected person to come to live near their 'new' school; explain how their 'new' school area may be connected with other places and begin to identify patterns in those links; offer explanations as to why individuals may view places differently; suggest suitable geographical questions and use a range of geographical skills to help them investigate making connections; use primary and secondary sources of evidence and communicate their findings using appropriate vocabulary

some pupils will not have made so much progress and will: identify some characteristic features of their 'new' school's locality; describe and compare physical and human features of their 'new' school locality with the 'old' and offer explanations for some of the similar and different characteristics observed between them and other places studied; identify some appropriate features to persuade a selected person to come to live near their 'new' school; offer reasons for some of their observations on how their 'new' school area may be linked with other places and be aware that individuals view places differently; use skills and sources of evidence to respond to a range of geographical questions about making connections between places, and begin to use appropriate vocabulary to communicate their findings

some pupils will have progressed further and will: identify characteristic features of their 'new' school's locality and offer explanations as to how these help to make the area distinctive; describe and explain the similarities and differences between their 'new' and 'old' school localities and other places studied; identify appropriate features and write effectively to persuade a selected person to come to live near their 'new' school; explain how and why their 'new' school area may be connected with other places, and begin to offer some explanations for the patterns they identify in those links; offer reasons for why they personally and other individuals may view places differently; begin to suggest relevant geographical questions; select and use appropriate skills and ways of presenting information to help them make connections; select information and sources of evidence for their investigations, suggest plausible conclusions and present their findings both graphically and in writing

Prior learning

It is helpful if pupils have:

- studied their primary school locality, and other localities in the UK and overseas
- used a range of enquiry skills and geographical techniques to research and record information
- used Ordnance Survey (OS) maps 1:50,000 scale

Teachers need to consider and plan for the range of pupils' experiences; prior contact with key stage 2 teachers would be helpful.

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- scale, *eg catchment area, local, regional, national, international*
- geographical analysis, *eg link, survey, perception, stereotype*

It is recommended that each pupil develops their own glossary.

Speaking and listening – through the activities pupils could:

- ask questions to gain clarification and further information, *eg why, how, what then*
- answer questions using relevant evidence or reasons

Writing – through the activities pupils could:

- develop ideas and lines of thinking into continuous writing (250 words minimum)

Resources

Resources include:

- local, regional, national and world base maps
- OS maps of the local area
- atlases
- photographs of the main features of the local area
- slides/photographs of localities, at different scales
- camera, digital camera, video recorder

Future learning

This unit is a foundation unit for the key stage. It has particular links with place study and some later units that cover the settlement and population themes, *eg unit 3 'People everywhere'*. Skills not covered in this unit may be integrated into subsequent units which refer to the use of OS maps. It would be beneficial if lower attaining pupils could be given opportunities to revisit skills so that they can practise and consolidate their learning in these areas.

Links

The activities in this unit link with:

- other geography units – unit 3 'People everywhere', unit 24 'Passport to the world'
- mathematics – handling data, drawing conclusions
- ICT – using mapping, database and desktop-publishing packages, using digital cameras, using internet search engines
- key skills – improving own learning and performance
- thinking skills – processing information
- citizenship – looking at the diversity of the UK population

Where is our place and what is it like?

- to use maps and plans
- to use appropriate graphical techniques to present evidence
- to identify important features of a place and its location
- to describe the geographical context of the local area
- to make comparisons
- to write persuasively in ways appropriate to the task and audience

Where is our place?

- Use a 1:50,000 OS map to help pupils locate their new school (using grid references) and, in groups, to locate their former primary school. Ask them to use the map to plan a route to get from their primary school to this one and to measure it. Discuss how they might communicate this planned route to someone else, *eg an annotated map or a list of instructions*. Produce a class map to show the location of all schools involved. (Pupils new to the area will need to be catered for.) Now that all pupils belong to a 'new' place, discuss with them how they might define its limits/boundaries, and add what is agreed to the map.

What are the main features of our place?

- Start with a whole-class discussion of key stage 2 work to establish what pupils did and what they learnt. Then focus on their previous locality and ask them, in groups, to list all the features they could see from a window/playground of their last school.
- Demonstrate how to draw and annotate a field sketch using a slide/photograph in preparation for drawing a sketch through a window/from a viewpoint at the school. At the chosen location ask pupils to identify and sketch important geographical features of their new place and add notes to their sketch.
- Back in the classroom, in groups, ask pupils to compare the new locality with the old and, through discussion, consider what makes their 'new' place distinctive.
- Ask pupils to ask members of their family to select the top 10 features of the locality of their new school. These features should be distinctive (they can be attractive or unattractive). Back in class help pupils to pool the results to select the 'top 10' features and ask them to locate these features on the OS map. Add these to the class map.
- Discuss with pupils the nature and purpose of persuasive writing and ask them to tell the rest of the class about pieces of persuasive writing they did in their primary school. Provide a range of resources about the school's general locality, *eg aerial photographs, advertisements from local newspapers, brochures from the local council*. Ask them to use these and what they have learnt to persuade someone to come and live here. Give them the choice of precise audience but discuss with them how age, sex, circumstance, etc will affect what they include in their writing and its tone. The emphasis should be on the attractive features/characteristics of 'our place' and how they can be made to appeal to the person/family in question. Weaker writers will need more structured support, *eg a persuasive writing frame*.

- understand the concept of 'our place' by identifying characteristic features
- use basic map skills accurately, *eg four- or six-figure grid references, measure distance/direction*
- describe the regional context of the local area
- record evidence using appropriate techniques, *eg annotated map/field sketch*
- describe features of the local area to encourage a chosen person to come to live there
- plan and write a piece of continuous persuasive text aimed at a particular audience

- ICT: a mapping package could be used to support this activity.
- Homework: pupils could practise drawing a labelled field sketch from their bedroom window.
- Language for learning: this activity provides pupils with the opportunity to ask questions to gain clarification and further information, *eg why, how, what then*.
- Thinking skills: before pupils pool their information they could be asked to consider how this might best be achieved.
- ICT: pupils could use an ordinary/digital/video camera to record parts of the local area that other pupils could not visit. They could use photographs to provide evidence to support their writing.
- Remind pupils to use their personal glossaries, key word lists and class dictionaries to check specialist vocabulary and spellings. Key words could be displayed on the classroom wall.

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**How is our place connected to other places?**

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| <ul style="list-style-type: none"> • to suggest geographical questions for investigation • to use appropriate fieldwork techniques • to use an atlas and maps to locate places • how to collect, record and present evidence (population movements) • how places are connected • to identify patterns and the processes that might cause them • to describe the geographical context of the local area | <ul style="list-style-type: none"> • Introduce the idea of 'connections and links' between places. Brainstorm with pupils the sorts of connections that might exist between their place and other places, <i>eg where they have come from, where their parents/grandparents were born, family workplaces, where they shop, spend their leisure time, go on holiday</i>. Help pupils to suggest questions to include in a questionnaire to collect the information on connections. • Having conducted the survey, ask pupils to record and transform the data into diagrams, with the help of maps. • Discuss the idea of 'patterns' and ask pupils to identify patterns on the maps they have drawn. Then ask them to suggest some reasons for these patterns. • Plan a visit to a small shopping parade or part of the locality, as appropriate. Ask pupils to note what links with other places they can see here, <i>eg foreign goods, head office of a bank, ethnic restaurants, bus routes</i>. • Make a note of building styles and materials, especially of public buildings, and ask pupils to research their origin. Find out about places of worship locally and where the religions originated. Back in the classroom ask pupils to plot the information collected on maps of appropriate scale. | <ul style="list-style-type: none"> • give examples of how places are connected to other places • present information using appropriate graphical and cartographical techniques • develop a framework of place knowledge by locating places studied on a map • describe the national context of their place of birth and current residence • identify how some of the main features of their local area are connected to other places • define and give an example of how the term 'pattern' is used in geography and what might cause such patterns | <ul style="list-style-type: none"> • Pupils could be asked to discuss possible connections in pairs or small groups before the whole-class discussion, to maximise participation. • Language for learning: pupils could answer questions using relevant evidence or reasons. • Mathematics: handling data – collect, process and represent data, interpret data and draw conclusions. • ICT: recording the results of the connections survey in a database can aid presentation and analysis. • A digital camera can be an effective tool for collecting and presenting images from the field. • Citizenship: this activity provides an opportunity for pupils to learn about the diversity of national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding. • See unit 24 'Passport to the world' for possible homework activities. |
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Pupils should learn:

Pupils:

What do we know, think and feel about other places?

- to use the contents and index pages of an atlas
- to use secondary sources of evidence
- to clarify their knowledge and perceptions of places
- to communicate in ways appropriate to the task and audience

What do we know about other places?

- Start with a group/whole-class discussion about the contrasting localities studied at key stage 2, both within the UK and in a less economically developed country (LEDC). *Where are these places?* Locate them on a class map. Use a series of photographs of places, including some misleading images, and ask pupils to list similarities and differences, and to suggest where these places might be. Check the location in an atlas and add these to the class map.

What do we think and feel about other places?

- Ask pupils individually or in groups to select a place they would like to visit and use a range of resources to find out what it is like. They could present their results in visual form with notes or as a brochure for tourists. Discuss with pupils what they might include.
- Lower-attaining pupils may need more guidance on the sort of information to collect, how to find it, and how to record and present it. They may also benefit from a framework to gather and note the information. An example of a published tourist brochure may also be helpful.

- identify some of the main similarities and differences between their local area and other places
- understand some of the reasons why people have different perceptions of places
- interpret a wide range of thematic maps in an atlas
- plan and research a chosen topic using a variety of resources

- ICT: pupils could use internet search engines to find information about their chosen place. They could use a word-processing or a desktop publishing package to present their information.
- Key skills: links with improving own learning and performance, where pupils use the plan-do-review cycle, checking their understanding of objectives, identifying what needs to be done, their own responsibilities and the arrangements for working, carrying out tasks and reviewing how things could be improved.
- 'Window on world' website of Staffordshire LEA (www.sln.org.uk/wow) is an example of one imaginative project where pupils use images and their own writing to describe their feelings about different places.



Safety – all off-site visits must be carried out in accordance with LEA and school guidelines