



Local Study

Year 5

Key end points of this unit, Local Geography, are:

- To use my knowledge from fieldwork to explain an important local issue.
- To understand that geographers think about problems in local areas and suggest ways they can be solved.
- To know a graph is a mathematical drawing that shows information using lines, shapes and colours.

This unit builds on children's understanding of mapping, fieldwork and data. Children will look at maps of the local area, will sketch maps using their knowledge of the local area and will collect and analyse data. Throughout this unit, children will reflect upon the importance of data to geographers, how they collect, analyse and present their data and what data can tell us about the world around us.

This unit must be adapted for the local context of the school. The aim of this unit is for children to engage with a local issue, the unit has been planned to allow for flexibility to include relevant local information. The fieldwork children will participate in includes drawing a sketch map of the immediate local area and also gathering data. Children will analyse their data and present it visually using a suitable graph. Then using their information, children will write to a local councillor to explain the issue they have studied, present the data they gathered, and to make suggestions for addressing the issue.

This unit builds on knowledge of the local area that children have developed in KS1 and in KS2. It builds on map drawing skills taught in the spatial sense units previously taught. Data gathering, analysis and graphing are skills that children will have developed in mathematics and in this unit they will apply them to a geographical context. Studying locally relevant issues will support children's learning in Year 6 when they study geographical issues in the UK such as litter, air pollution, waste and climate change.

Lesson Sequencing:

In the first lesson of this unit, children will recap prior learning about the local area and will use an Ordnance Survey map to identify local geographical features. *Children began to look at Ordnance Survey maps in Year 2, Spatial Sense.* Children will learn that a local councillor is someone who has been elected to a local council to represent



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the views of local residents. They will learn about a particular local issue, chosen in advance by the teacher. Examples include fly tipping, coastal erosion, litter, air pollution, empty shops, traffic. Children will use the OS map to identify the locations that might be affected by the issue.

The second lesson of this unit will familiarise children with the local area around their school. Building on prior learning in previous years, children will look specifically at land use and will continue to think about issues that are of concern to local residents. This lesson will involve some fieldwork, with children out in the local area, noting down land use, road names, and features of the local area, before drawing a simple sketch map of the area they visit. Sketching a map from memory helps children to organise spatial information and can reveal some of their understanding of locations. We recommend that teachers identify and follow school policies relating to taking children off site and undertake a risk assessment.

In the third lesson of this unit, children will have a chance to consider issues that may concern people in the local area. They will use their experience of walking around the local area to identify issues of concern. For example, children may have noticed heavy traffic near to the school. They will unpick why this can be a problem e.g. dangerous for children who may need to cross the road, air pollution etc. Other issues they may discuss could include: local land use (are there a wide variety of shops? Construction sites? Empty buildings?) or environmental issues (air pollution, litter, river pollution). An issue should be selected that children can gather data on during the fourth lesson of this unit. A traffic survey is a straightforward option, but you may want children to go further and gather data on the types of shops and services available etc. Children can either collect quantitative data (numbers, frequencies) or qualitative data (opinions, attitudes), they may be able to do both.

In the fourth lesson, children will go out into the local area to collect the data they identified in the previous lesson. Children should either have designed or be given an appropriate data collection sheet. It might be the case that quantitative data is gathered first and then in a supervised situation, children may gather some qualitative (opinions, attitudes) data too. Please use your own judgement when deciding if and how children should be talking to members of the public. Options may include: a traffic survey (counting vehicles and maybe noting vehicle types), litter survey, shopping survey (what types of shops are present), or bus survey (frequency and number of people getting on/off). Rural schools may look at issues such as road quality, population growth/decline, availability of services, housing, land use.



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In the fifth lesson of this unit, children will analyse the data they collected during the fieldwork lesson. They will think about the best way to visually represent the data, through graphing the data. This will probably involve a bar chart but may involve other ways of graphing data. If you have software available, this could be done using a graphing tool. Ideally, children will have their own data (possibly in the form of a tally chart) and will use this data to make a simple graph. Children will have another opportunity to learn that quantitative Data tells us about the number, amount or frequency of something, whereas qualitative data tells us opinions and attitudes. Children will develop their disciplinary knowledge and will understand that geographers use data to help them understand what is happening in a place and to help them explain and communicate ideas.

To assess children's knowledge and understanding of local geography, it is suggested that children write a letter to a local councillor explaining the issue they have been exploring. Children could include data in the form of graphs or numerical data to support the content of the letter. This task is an interesting way to help children develop their disciplinary knowledge, building understanding of how geographers work and communicate their ideas.

Key substantive concepts focused on in this unit are **location and fieldwork**.

Key disciplinary understanding that is forming within this unit includes children thinking about why and how geographers collect data and what they do with it once they've collected it. This helps children to see why fieldwork is important to geographers and how they communicate their findings and ideas.