

Local Area Scheme of Work

Upper Key Stage Two

This six-week Scheme of Work uses fieldwork to investigate the region local to your school. Pupils begin by exploring the area's location and its links to the wider world, before using road maps to investigate key features within a fifty-mile radius of the school. They then go on to use maps and fieldwork data to investigate how this place meets people's needs. Working in groups, they present their findings in the form of a pull-put feature from a newspaper, incorporating an annotated Ordnance Survey map.

The Scheme of Work provides you with a framework for progression, it includes, learning objectives, suggested Oddizzi resources, and learning outcomes with clear links to the National Curriculum to help with your topic planning. It builds on Oddizzi Local Area schemes of work for KS1 and Lower KS2.

The key questions being used to investigate these UK places can also be used when looking at contrasting regions in Europe and The Americas.

Included in this pack:

Six-week scheme of work

Activity sheets

Example activity sheets for teachers

Upper KS2 Local and Regional Area Scheme of Work and Suggested Activities

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Theme and Learning Objective/s	Resources	Suggested Activities and Assessment
<p style="text-align: center;">Lesson One</p> <p><i>How do my local area and my region fit into the wider world?</i></p> <p>Learning objectives:</p> <ul style="list-style-type: none"> To locate the region and local area in relation to other places To use an aerial image to describe the key physical and human features of the region and local area To understand local, regional, national and international links to the local area 	<p>Oddizzi Sheets: Local links (example sheets included)</p> <p>Place consequences (example sheets included)</p> <p>Access to internet and IWB</p> <p>Paper and pens</p>	<p>If you have studied the Local Area [teachers - topic planning - local area] at LKS2, it will be useful to recap some of the things that you found out about the area and the language that was used.</p> <p>Use an online mapping tool with a zoom facility, and centre it on the school area (such as Google Maps or Digimap for Schools). Start as far out as you can, and zoom in on the school in four stages: continent, country, city or region, immediate local area. As a whole class, talk about the main features that you see at each level, especially for the city or region. You could use the Place consequences worksheet to support this activity.</p> <p>Whole-class discussion: what do people use and do in our part of the world? What sorts of things do people use that come from other places? Have people come to visit our area, and to work or live here, from other places, either in Britain or further away? Where might goods or people go to from here?</p> <p>Working in table groups and using the Local links worksheet, children use the headings to come up with initial ideas about links between the local area and the wider world.</p> <p>You may want to model this first with the whole class. For example, the field behind your school grows peas, which are sold to other places in the UK (national trade); someone has a cousin who visits from Birmingham (people, families and communities - national); the nearby airport has flights to and from Barcelona (transport - international); a river runs through the area – where does it come from and where does it go (environment – local, regional, maybe national)?</p> <p>Discuss: what are the main links that groups have come up with? Were some links easier to find than others? (Groups do not have to come up with a link for every heading, and there may be several for some: this will depend on the characteristics of the area.)</p>

Theme and Learning Objective/s	Resources	Suggested Activities and Assessment
<p>Lesson Two</p> <p><i>Can I identify and locate the main features of my region?</i></p> <p>Learning objectives:</p> <ul style="list-style-type: none"> to identify the principal features of a region within the UK to locate key sites on a regional map to use scale on a map to measure approximate distances to use distance and compass points to identify the approximate location of a place 	<p>Oddizzi Sheet: Travelling out</p> <p>Road maps of the local region – one for each table group. These can be obtained from Digimap for Schools, the AA, RAC or via the Ordnance Survey</p> <p>Ruler or measuring tape</p> <p>Pencils and paper</p>	<p>In table groups, children work with a road map of their region. Firstly, they locate the local area as precisely as they can and mark it with a pin or a small sticker.</p> <p>Secondly, they look at the scale bar on the map and identify the rough equivalent in miles of one centimetre on the map.</p> <p>As people travel away from the local area, what might they be able to see or visit? Using a ruler or measuring tape, and taking the pin or sticker as a starting point, children identify one landmark within a specific radius from it: 10 miles, then 20 miles, 30 and 50. They mark these landmarks on their Travelling out worksheet, taking care to locate it in the correct part of the quadrant: North, South, East or West.</p> <p>Individually, children complete the following sentence-starters on a sheet of paper: “In the North I found ...; In the East I found ...; In the West I found ...; In the South I found ...” They mark approximate distances to each place against the statements.</p>

Theme and Learning Objective/s	Resources	Suggested Activities and Assessment
<p>Lesson Three</p> <p><i>How might our region meet people's needs?</i></p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • To consider how a region can meet the needs of its population • To identify key human needs and processes 	<p>Oddizzi Sheet: A place fit for people? (one per group) (<i>example sheets included</i>)</p> <p>Large post-it notes, paper and marker pen.</p> <p>Selection of newspapers and magazines. Scissors. Blu tack.</p>	<p>As a whole class, children create a list (written onto large post-it notes) of six or seven things that people, families and communities need in order to live healthy and happy lives. Some of these things might be tangible (e.g. food, housing, schools, etc), but others less so (e.g. freedom, love, agreements between people).</p> <p>Each post-it note goes onto a separate large sheet of paper. Each table group is then given a couple of newspapers and magazines, and cuts out pictures that pupils think fit with the different headings. The group blu-tacks these onto the relevant sheet of paper. (The newspapers could, but do not have to, come from the local region.)</p> <p>Taking each sheet of paper in turn, one or two images are shown to the class and the group that put them there is asked for its reasons for that choice.</p> <p>Children are asked to think about the places that they found in the previous activity. What needs – if any – might those places help people meet (for example, a hospital might help people keep healthy, a motorway enables trade with other places, a beach is good for relaxation)? Some of those place names are added to the relevant sheets.</p> <p>In their groups, children discuss: if we were to go to the nearest city centre (or administrative centre/county town), what would we expect to find there that helped meet people's needs? They note their ideas down on their A place fit for people? sheet.</p>

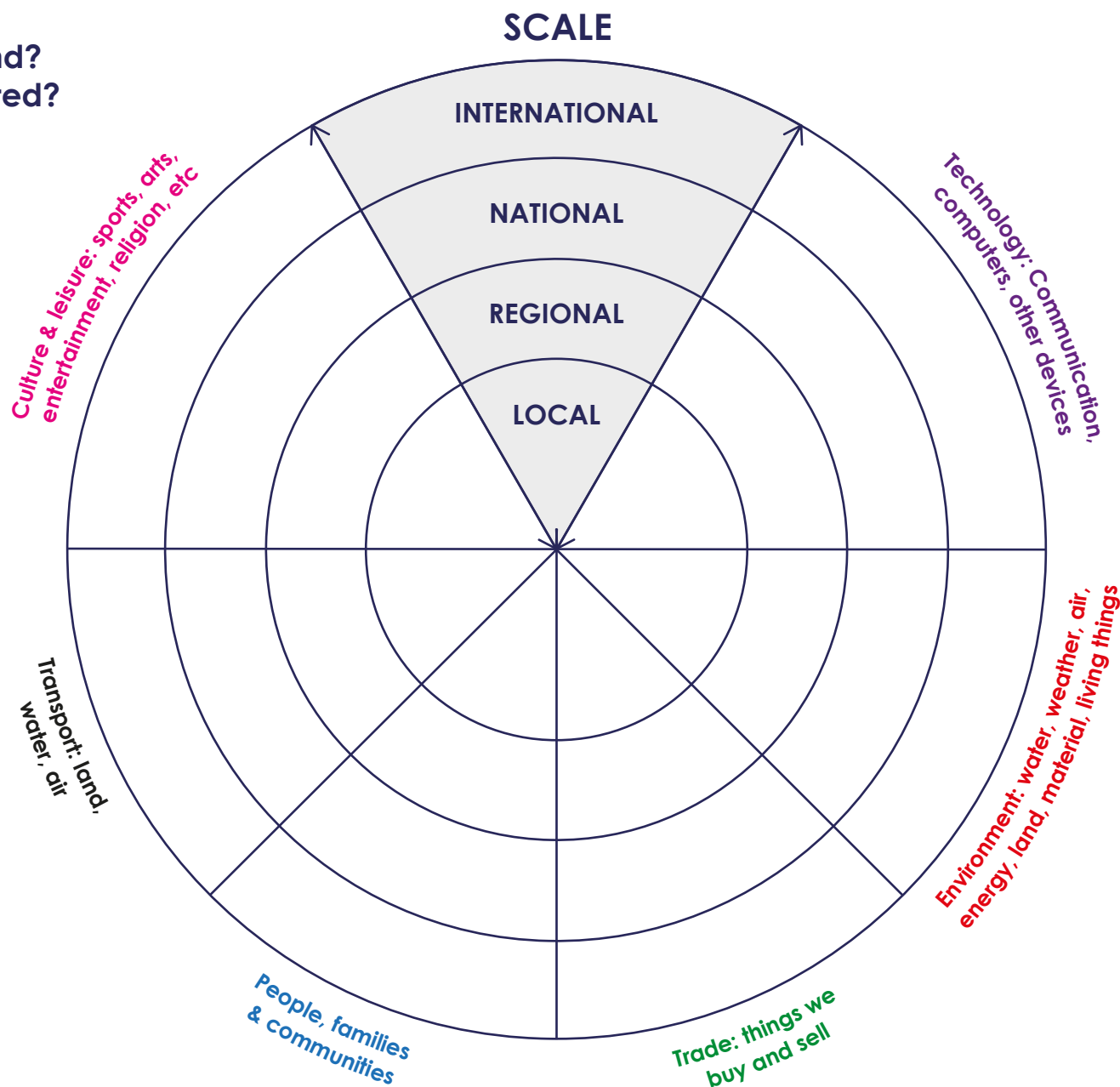
Theme and Learning Objective/s	Resources	Suggested Activities and Assessment
<p>Lesson Four</p> <p><i>Fieldwork - Is this a place fit for people?</i></p> <p>Learning objectives:</p> <ul style="list-style-type: none"> To gather evidence through urban fieldwork of how a region is meeting people's needs 	<p>Oddizzi Sheet: A place fit for people? (from previous activity)</p> <p>Chatterbox</p>	<p>Preparation</p> <p>The fieldwork involves a trip to a nearby urban centre. If your school is in a city, this will be the city centre. If you are in a rural area, this will be the nearest large town (ideally, the county town, although this is not essential). The fieldwork will enable pupils to test their ideas against evidence from the place itself. Pupils' priorities may therefore affect where you decide to visit (e.g. law courts, council offices, banks, a station, shops, leisure facilities).</p> <p>Brief children on the route you will be using, asking them to note hazards such as road-crossings, as well as sites that may be relevant to their enquiries (you could use Google Streetview for this). Establish ground rules for safety and behaviour. Briefly outline the main activities that they will be carrying out.</p> <p>Fieldwork</p> <p>Children visit the urban centre and use their A place fit for people? sheets to note down evidence of how it is meeting people's needs, including the rough location of those places (e.g. "opposite the bus station").</p> <p>You could supplement this activity with a carousel of other activities aimed at encouraging close observation and the collection of data:</p> <ul style="list-style-type: none"> Chatterboxes and sense points Taking down notes towards a setting description, using key words Taking images on cameras/tablets – including moving images and brief peer interviews Creating concrete poems that depict what they are seeing in front of them, including the materials used Using <i>who, what, where, when, how, why</i> stems to generate questions

Theme and Learning Objective/s	Resources	Suggested Activities and Assessment
<p>Lesson Five</p> <p><i>How can I create a needs map of the place I have visited?</i></p> <p>Learning objectives:</p> <ul style="list-style-type: none"> To annotate an Ordnance Survey map to accurately locate specific sites To create symbols and a key for a simple land use map To create accurate six-figure grid references for specific sites 	<p>Oddizzi Sheet: A place fit for people? (from previous activities)</p> <p>Printouts or photocopies of an Ordnance Survey map of the area you have just visited (ideally 1:5000). These can be obtained from Digimap for Schools or via the Ordnance Survey. If using online maps, make sure to include grid lines.</p>	<p>Whole-class discussion. Using evidence from the A place fit for people? sheets, what evidence did you find of how the urban centre meets people's needs? Were these similar to, or different from, your original ideas about this?</p> <ul style="list-style-type: none"> Using Ordnance Survey maps of the area that they have just visited, table groups use the headings from the A place fit for people? sheets to create a 'needs' key for it (e.g. a colour code or symbol for health, leisure, trade, etc). Using their fieldwork evidence, they mark sites on the map that correspond to the key. They provide a six-figure grid reference for two of the places that they have identified. They do this by using the two-figure numbers for the corresponding squares on the map, starting with the horizontal axis and then the vertical. If they subdivide the side of each square into ten, this gives a third number each for the horizontal and vertical axes, thus allowing the site to be located very accurately.

Theme and Learning Objective/s	Resources	Suggested Activities and Assessment
<p>Lesson Six</p> <p><i>How does our region meet people's needs?</i></p> <p>Learning objectives:</p> <ul style="list-style-type: none"> Communicate geographical information about the region, using maps and writing at length 	<p>Maps from previous activity</p> <p>Pens and large sheets of paper</p>	<p>Recap everything that has been looked at in the preceding five lessons.</p> <p>A regional newspaper has commissioned a four-page pull-out feature on what the area is doing for its population. This should include some catchy headlines and at least one map. In their groups, and drawing on their evidence (including any carousel activities from fieldwork), pupils work together to create the feature.</p> <p>Notes. It may be worth having examples of newspaper features for pupils to look at. If you want to assess pupils individually, ask each group to allocate sections of their feature to different people. If you have already studied regions in Europe or The Americas, you may want pupils to compare similarities and differences between those places and your local region.</p>

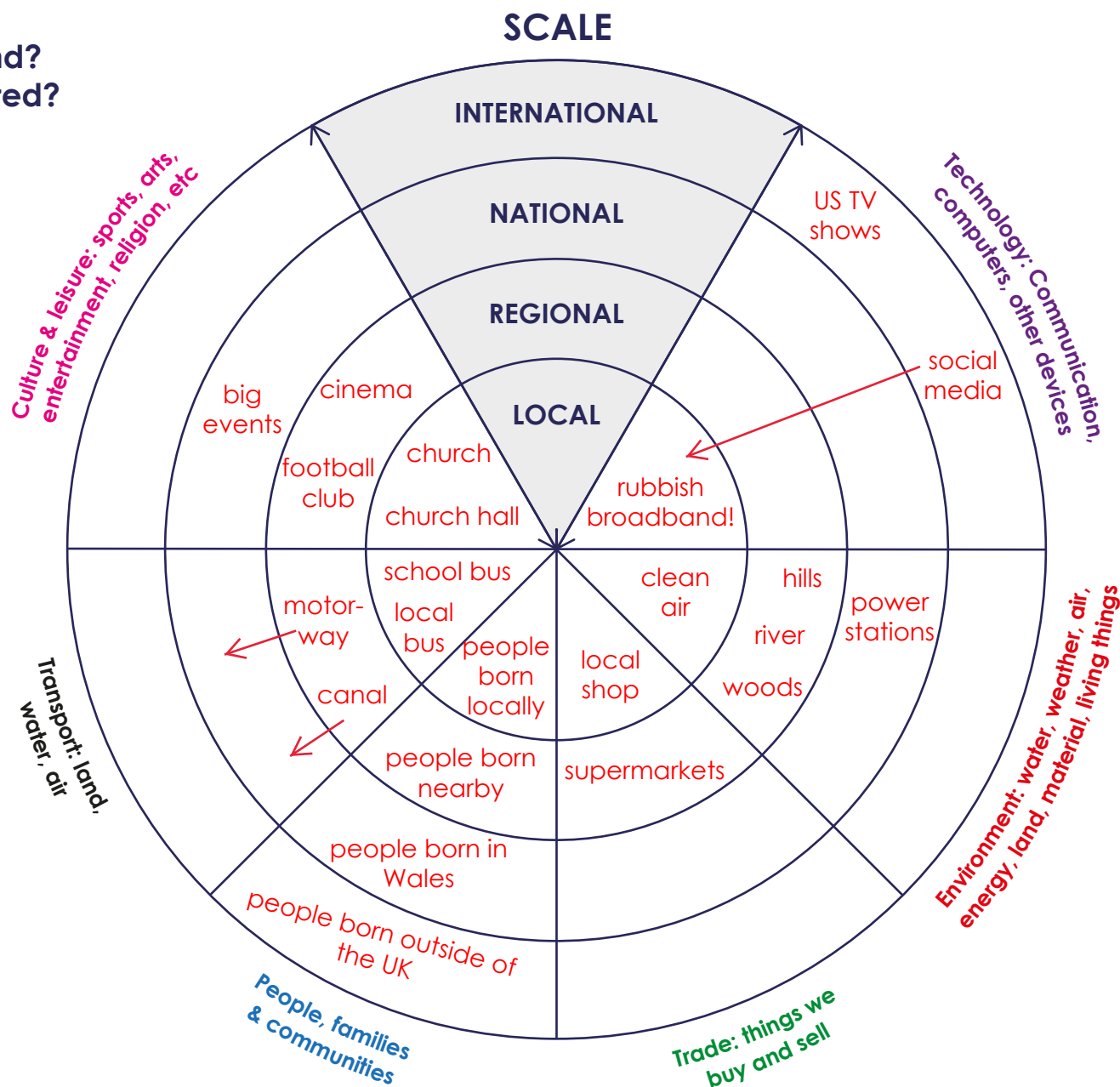
Extension ideas
<ul style="list-style-type: none"> Children could examine local links further by investigating the labels in their clothes or on food products from the supermarket. Where were things made? Where did the ingredients come from? Using atlases and globes, can they work out how far the materials have had to travel? This is a good starting point for a more in-depth look at trade and the distribution of resources. Children identify a regional feature that they would like to visit and use online information to plan a trip there using public transport, including distances, times and costs. Children compare each other's carousel activity information from the field trip, identifying on a map where each of them has been and noting how people may have seen different things, or felt differently, even when at the same places. An exploration of people's needs, wants and responsibilities could provide a good starting-point for a circle-time discussion or P4C session, with links to PSHE and/or RE. Instead of annotating a paper map, children could create and annotate an online map (Digimap for Schools, for example, will allow them to upload images onto the map). The newspaper feature could be redesigned for web-based news, complete with images and built-in links. What audience would children want for this information?

What links can we find?
How are we connected?



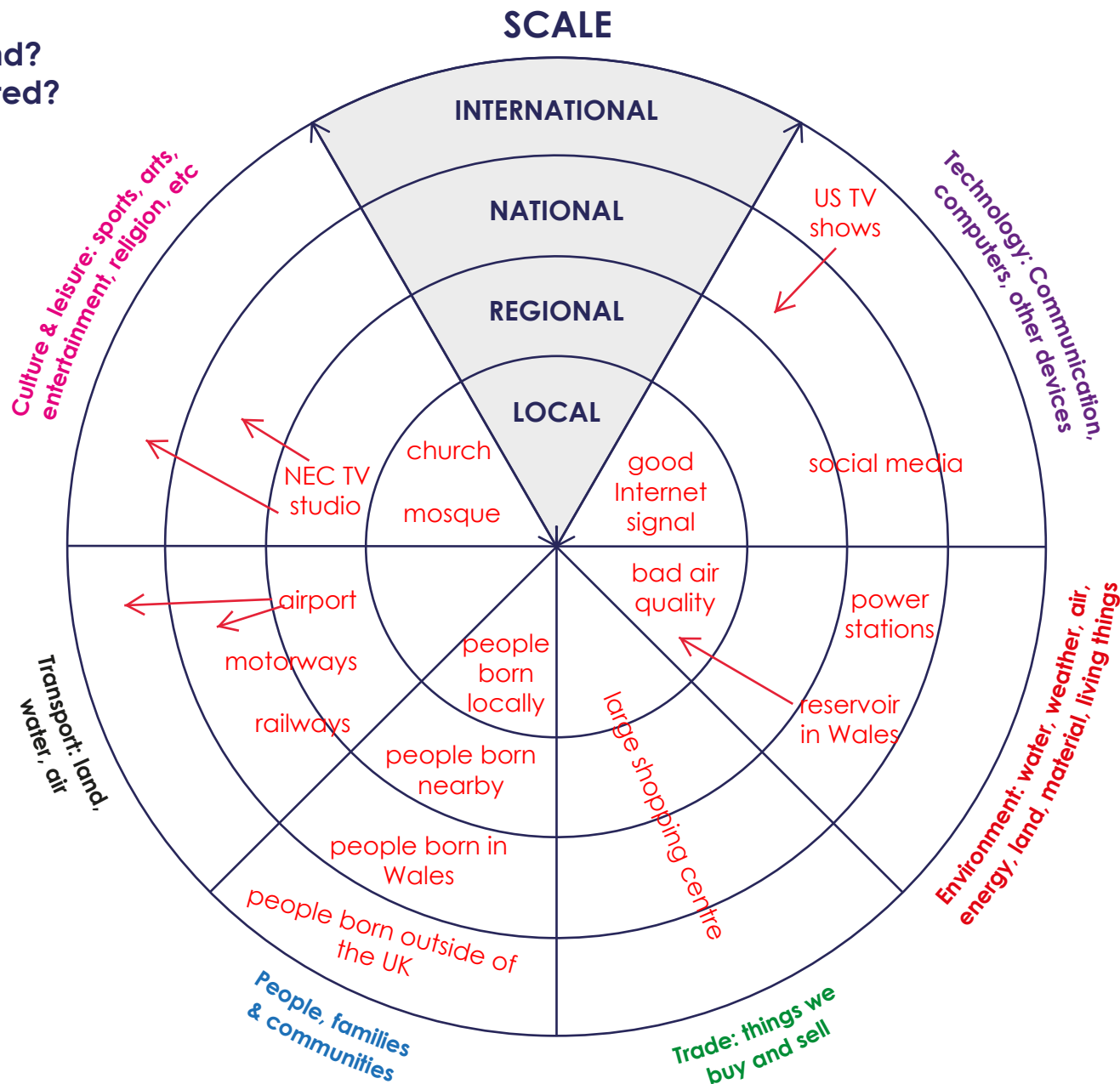
Local Links - rural example (Worcestershire)

What links can we find?
How are we connected?



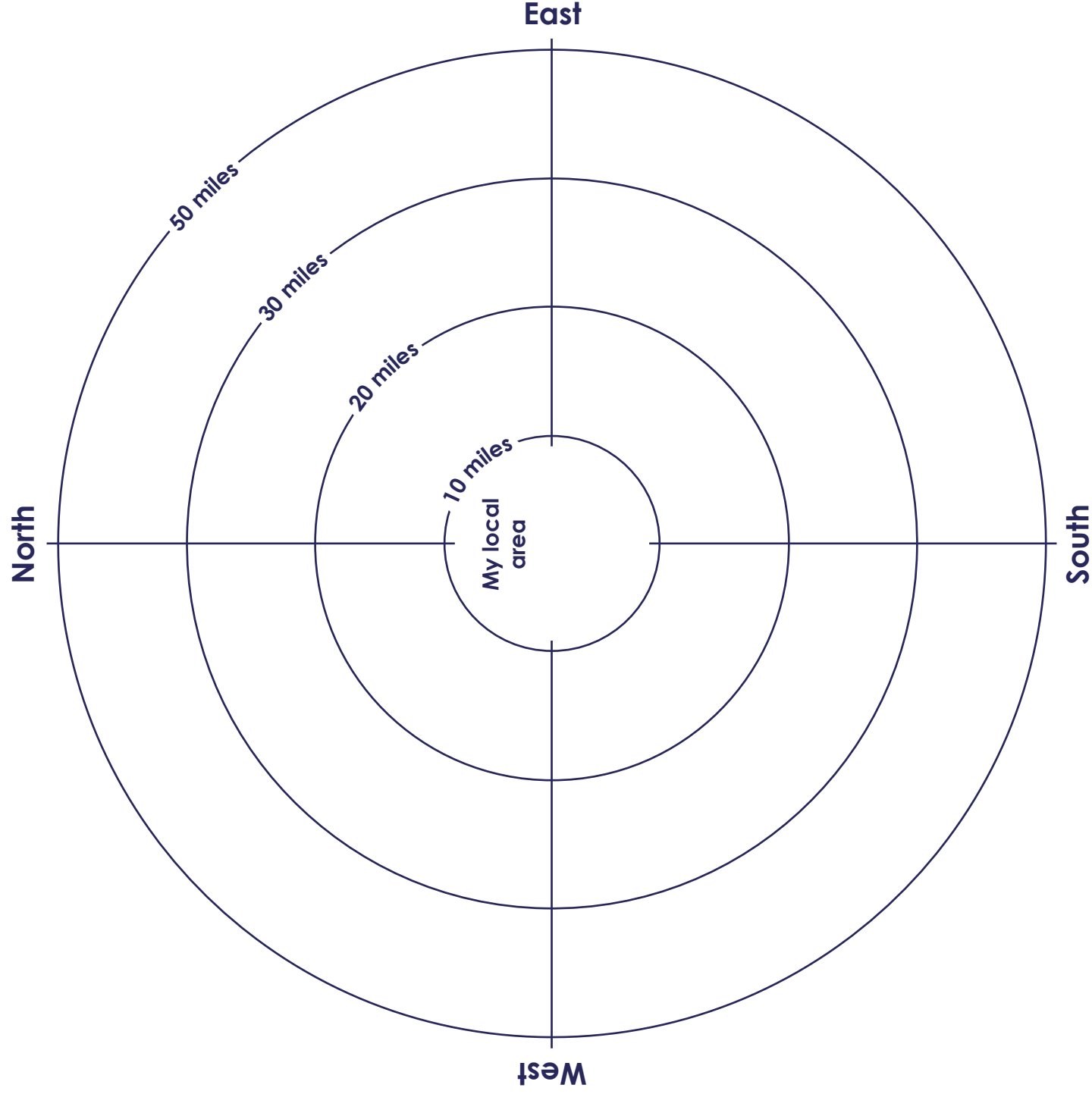
Local Links - urban example (Birmingham)

What links can we find?
How are we connected?



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Can I locate my local area? How does it fit in with other places, near and far?					
Scale	Shapes and colours	Physical features	Bodies of water	Human features	Boundaries
Far ^ ^ ^ Europe ^ ^ ^ ^ England Birmingham	A lot of blue and green. Blobs and curves. Still mostly green and blue. Curves. A big grey splodge with green around it.	Sea and land. Snowy mountains at the top (North). National parks. Islands. Dark spots = lakes? Fields outside the grey area. Forests.	Deep ocean – dark blue. Baltic sea – lighter. Fjords and big river mouths – grey? Irish Sea. North Sea. Lakes. English Channel. Black dot = reservoir? Lake in park. Griffin's Brook. Wood Brook.	Hard to see any. Some big cities: grey area around London. Big city and small towns running together, grey and white. Lots of roads, like noodles. Straight main roads. Houses on more curly streets. My flat! Our school and other schools. Police station.	Wiggly white lines between countries. Dotted lines between England and Wales/Scotland. None marked. None marked.
Near v v v Weoley Castle v v v	Green with grey lines. Some straight lines. Neat curves, like an electrical circuit board.	Park with lake and woods. Little island in the lake. Grey area = waste ground? Building site?			



A place fit for people?

Things that people need	How might the local city - or urban centre - help meet that need? <i>(To complete before fieldwork)</i>	How does the local city - or urban centre - help meet that need? <i>(To complete during fieldwork)</i>
Need 1:		<p>How?</p> <p>What places are involved?</p> <p>Where are they?</p>
Need 2:		<p>How?</p> <p>What places are involved?</p> <p>Where are they?</p>
Need 3:		<p>How?</p> <p>What places are involved?</p> <p>Where are they?</p>
Need 4:		<p>How?</p> <p>What places are involved?</p> <p>Where are they?</p>
Need 5:		<p>How?</p> <p>What places are involved?</p> <p>Where are they?</p>

Need 6:		<p>How?</p> <p>What places are involved?</p> <p>Where are they?</p>
Need 7:		<p>How?</p> <p>What places are involved?</p> <p>Where are they?</p>

A place fit for people? Rural example (Stratford-Upon-Avon)



Things that people need	How might the local city - or urban centre - help meet that need? (To complete before fieldwork)	How does the local city - or urban centre - help meet that need? (To complete during fieldwork)
Need 1: Food	Through shops and markets Storing food in warehouses Selling it at cafes, etc Factories cooking food to sell	<p>How? Shops and cafes – lots of them Saturday market No sign of warehouses or factories What places are involved? Lots of food shops and cafes Food market for tourists Where are they? High Street, Wood Street, Bridge Street, cafes on Waterside Food market on Waterside Saturday market by clock tower Out of town centre - Maybird Centre</p>
Need 2: Shelter	By providing affordable housing	<p>How? Private houses Guest houses Hotels What places are involved? Flats above shops Private houses Guest houses and hotels, but mostly for visitors Where are they? Flats above shops in town centre, but not Maybird Centre Houses in Ely Street, Arden Street, Mansell Street and a few on Waterside – all quite small Hotels and guest houses everywhere</p>
Need 3: Water and sanitation	By providing fresh water in the taps, good sewerage, public toilets	<p>How? Drainage covers everywhere Hard to see, but we think there are taps in cafes, etc Public toilets What places are involved? Cafes, public toilets Where are they? Drains/water supply everywhere Toilets: Waterside and in the car park by the Butterfly Farm. None at Maybird – you have to use the supermarket</p>
Need 4: Fresh, clean air	By keeping cars out of the town centre	<p>How? Pedestrianised areas Park and Ride What places are involved? Park and Ride Pedestrianised areas Where are they? Park and Ride from Parkway Station Henley Street - pedestrianised</p>

Need 5: Earning money	Providing jobs	<p>How? Shops, offices, council jobs</p> <p>What places are involved? Everywhere– but especially working in shops, cafes, hotels, theatres and tourist attractions. The Town Hall is not very big.</p> <p>Where are they? Everywhere Town Hall is on the corner of Chapel Street and Sheep Street</p>
Need 6: Keeping money safe	Banks and building societies	<p>How? Banks and building societies</p> <p>What places are involved? Banks – Nat West, Barclays, HSBC, Lloyds Building societies like Coventry Building Society</p> <p>Where are they? Nat West is opposite the Saturday Market and clock tower. Barclays and Lloyds are on the roundabout at the top of Bridge Street There is a really old-fashioned looking HSBC on the corner of Ely Street and High Street</p>
Need 7: Upholding the law	Police, prisons and courts	<p>How? Police station No sign of a prison The magistrates courts have closed down</p> <p>What places are involved? Police Station</p> <p>Where are they? Police Station on Rother Street</p>

A place fit for people? Urban example (Birmingham)



Things that people need	How might the local city - or urban centre - help meet that need? (To complete before fieldwork)	How does the local city - or urban centre - help meet that need? (To complete during fieldwork)
Need 1: Food	Through shops and markets Storing food in warehouses Selling it at cafes, etc Factories cooking food to sell	<p>How? Shops and cafes – lots of them Markets</p> <p>What places are involved? Shopping centre, including food shops and cafes Food markets selling to shops</p> <p>Where are they? Bullring, Grand Central, New Street Markets – behind Debenhams</p>
Need 2: Shelter	By providing affordable housing	<p>How? Flats – but they seem expensive Shelters for homeless people</p> <p>What places are involved? Flats above shops and by the canal Homeless shelters – but there were a lot of people on the street, too</p> <p>Where are they? Flats – near Mailbox, on canal (we think these might be expensive) Shelters – Digbeth, a bit away from the city centre</p>
Need 3: Water and sanitation	By providing fresh water in the taps, good sewerage, public toilets	<p>How? Drainage covers everywhere Hard to see, but we think there are taps in cafes, etc Not many public toilets – except in cafes and shopping malls</p> <p>What places are involved? Cafes and malls Fountains?</p> <p>Where are they? Drains/water supply everywhere Toilets: Bullring, Grand Central</p>
Need 4: Fresh, clean air	By keeping cars out of the town centre	<p>How? Pedestrianised areas Trams</p> <p>What places are involved? New Street, shopping malls, etc Tramways</p> <p>Where are they? New Street, the square by the library, the square by the museum Tramway from New Street to Snow Hill</p>

Need 5: Earning money	Providing jobs	<p>How? Shops Offices Council jobs What places are involved? Everywhere</p> <p>Where are they? Everywhere – we think we would need to break this heading down further if we wanted to map it</p>
Need 6: Keeping money safe	Banks and building societies	<p>How? Lots of banks and building societies</p> <p>What places are involved? Banks, building societies, insurance companies</p> <p>Where are they? A few in city centre, and lots on Colmore Row</p>
Need 7: Upholding the law	Police, prisons and courts	<p>How? Police stations Courts No sign of a prison What places are involved? Police HQ, police station Crown Court, Magistrates Court</p> <p>Where are they? Police HQ and courts – Steelhouse Lane Another police station in Digbeth</p>

SENSE POINT

What can I...

Smell? _____

Hear? _____

Feel? _____

Taste? _____



CHATTERBOX

