

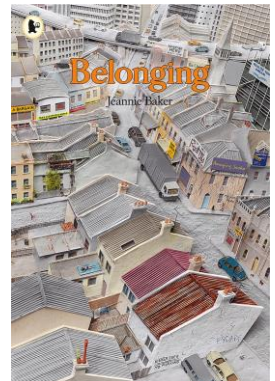
**Overview**

**Lead Subject:** Geography

**Introduction:** This Place-Based Sequence of Learning uses the book 'Belonging' by Jeannie Baker as a point of inspiration. The book contains a series of views through a girl's window and depicts the gradual transformation of the urban area outside as the girl grows up. It explores the possibility of the regeneration or rewilding of parts of the locality.

**Rationale:** It provides opportunities to develop a project for regenerating/rewilding an area within the school grounds or the local area, having already explored existing changes to the chosen area. It will enable children to develop their understanding of stewardship and the sustainable use of their locality.

- What are the positive and negative aspects of our locality?
- How can we improve our locality in a sustainable way?

**Impact and Outcomes****Outcomes:**

- Children will carry out an enterprise project resulting in a place within the locality being regenerated or rewilded.

**Impact:**

- Children will take ownership of a specific place in the locality and foster their understanding of stewardship as they see the area change and improve through their ideas and input.
- Children gain a better understanding of the changes their local area has undergone and how natural and human aspects of urban spaces can co-exist more harmoniously.

**Curriculum Links, Prior Learning & Key Vocabulary****Curriculum Links****Locational knowledge**

- name and locate...geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time

**Human and physical geography**

- describe and understand key aspects of: physical geography, including: climate zones and biomes; human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

**Geographical skills and fieldwork**

- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

**Prior Learning****Geographical skills and fieldwork (KS1)**

- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

**Key Vocabulary**

Urban, regeneration, rewilding, environment, native, connection, sustainability, community, nurture, stewardship. *There is also opportunity to explore what the word 'belonging' means to them.*

## Locality-Based Experience



Children visit a local area that has recently been regenerated, rewilded or improved, e.g: Morecambe seafront, Lancaster castle, The Midland Hotel, The winter gardens, The Bay Gateway etc.

Children could be issued with historical photos of the site and identify changes that have taken place. Children could take photos that replicate the historical photos in the modern day.

Children could also create sketch maps of the site.

## Suggested Learning Opportunities



### “In the Locality”



- Children take videos and photographs during the visit of changes they identified in the chosen area when considering the historic images and videos they have previously studied.
- Take photographs of features that they like and that they don't like.
- Identify native species of flora and fauna in the chosen area.
- Children conduct a public survey (What attracts you to this area? What would you improve about the area? Why?)
- Carry out proposed ideas to improve the chosen area.

### “In the Classroom”



Prior to visiting:

- Introduce the book with discussion and activities such as ordering the images
- Imagine children are stood at the window and ask questions such as, ‘What can you see/hear? How does it make you feel?’
- Discuss the terms ‘regeneration’ and ‘rewilding’ and the ideas surrounding the positive and negative impacts this can have.
- Children view images or videos of the chosen areas to visit before the regeneration.

After visiting:

- Use images children take whilst ‘in the locality’, to initiate discussion about where and how the chosen area could be improved.
- Create designs for how an area might be further improved.
- Produce presentations on their proposed improvements to pitch to School or Local Council.
- Write letters to local businesses/wider school community for donations towards, or support with, making planned improvements.

## Further Links



- Art - Explore the medium and style used by Jeannie Baker to create the pictures in the book. Children sketch a view from their own bedroom window to bring into school.
- English - Create a poem with a line or verse about each image in the book to be performed in sequence.
- Discuss the ideas from the Author's Note around belonging to the land and developing a connection with the land on which they live. Explore other cultures and their attitudes/beliefs in this area.

SUSTAINABLE  
DEVELOPMENT  
GOALS

